

Educational Supplement

FRI JUN 8 1985 NUMBER 3649

FIRST PUBLISHED 1910 PRICE 55p

Why have radical educational ideas, from all different political directions, made so little headway over the past 40 years?

It has to do, I believe, with a failure to understand the workings of a lock-gate.

Consider a boat that has to be raised 20 feet to go upstream. To the uninitiated, this seems impossible: in practice, behold the lock-gate.

The way to go upstream is this. The boat is brought to the first lock-gate. There follows some brisk twiddling of wheels. The first gate opens, in goes the boat, and the gate is shut tight behind. More wheel-twiddling ensues. Bubbles and froth appear within the lock but up goes the boat, unswamped, to the new level. A final twiddle of the wheels at the second lock-gate and out comes the boat and the beer and the sandwiches.

But what happens if both sets of lock-gates are suddenly opened with a grand, rhetorical, manifesto-induced, flourish? Precisely. "Whoosh" comes the water; the boat is rocked violently and sinks without a trace.

In this respect, the boat is like almost every radical post-war educational policy or person.

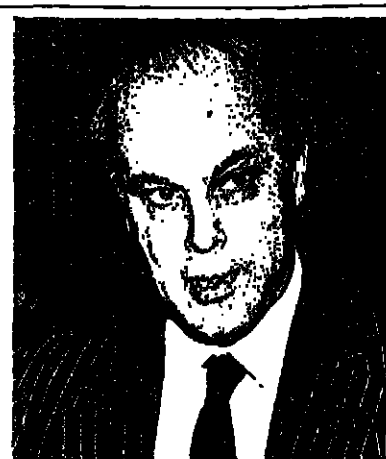
As there are consultants in everything these days, here follows a set of dialogues between a Lock-Gate Interpretation Consultant (Logic) and assorted politicians from Right, Left and Centre (Alliance) on the subject of secondary education.

Enter Right (distractedly): Woe. In all manner of ways the teachers are revolting. The local education authorities are a spent intellectual and managerial force. They cannot even get themselves voted for properly. Parents need more choice and something national (but what?) needs doing about the curriculum.

The only bright spot is the voluntary aided secondary school, where governors leave the head to look after the curriculum, own the premises (which takes care of them) and employ the teachers (which takes care of them). So all the l.e.a.s have to do is to pay up and look pleasant...

But the market, the market! We yearn to make all schools fee-paying, but...

Logic: "Whoosh?"



PETER NEWSAM

Sinking fast

'We have a mandate to open both lock-gates at once'

Right: Precisely.

Logic (with wheel-twiddling gesture): But if the voluntary aided school is so good, why not make all the secondary schools voluntary aided?

Right: But the fuss, the cost, the problems!

Logic: What fuss? Some bubbles and froth from the l.e.a.s and the teachers, but no crowds would march far for the status of county school. What cost? The property is already publicly owned. What problems? The county secondary school could vanish at a flick of the legislative wrist.

As for 5,000 or so new sets of foundation governors: make the parents and some local worthies the foundation governors and let anyone try and get the loot back later!

Right: So our policy is to...

Logic (Making a boat rising in the lock gesture): Make maintained secondary schools as like independent schools as possible: voluntary aided.

Enter Left: Grr! We will stop all that. And indeed, subject to further consideration, we would go on to abolish independent schools slowly over an open fire, but...

Logic: "Whoosh?"

Left: Precisely. So we will be nasty to independent schools and take away their tuck. Yaroo! We will...

Logic: But seriously, why do you want to do something about the independent schools?

Left: The rows about education in the public sector have obscured the fact that the independent schools are increasingly proving themselves to be a social and economic disaster. They seem to have lost whatever idealism they once had. As for their contribution to the economy, their products are mostly too snooty to dirty their hands with anything but money. But there are some excellent teachers in those schools and, properly treated, the best of them could well form part of a renewed national effort to...

Logic (Wheel-twiddling away): So let those independent schools become voluntary aided.

Left: But the fuss, the cost, the problems!

Logic: What fuss? What sustainable objection could there be to re-constituting 200 or so of the best independent secondary schools into a form which the late Secretary of State recently described as the only true expression of the 1944 Act?

Cost? Yes but (twiddle) there would be a transitional negative voucher scheme (school fees to you) for those already in the schools and the biggest social revolution since the war should be worth a small slice of Trident.

What problems? Given aided status, the schools would keep their property; keep their staff, keep their existing pupils. And, while the arrangements are

being sorted out, there could be a 100 per cent assisted places scheme (the best ideas for undermining established institutions consistently come from the Right for new entrants; and some adaptation to the governing bodies to ensure that one perpetuates entry for gentry...)

Left (interrupting): So our policy is to...

Logic: Make independent schools as like maintained secondary schools as possible: voluntary aided.

Enter Alliance (severely): We heard all that. What about us? Where do we fit in?

Logic: Between, of course; for do you not largely agree with the criticisms of both Right and Left; and with the solution they are adopting?

Alliance: Yes, but...

Logic (twiddling away with both hands): If Right says make maintained schools like independent schools and Left says make independent schools like maintained ones, you say...

Alliance (always quick to learn from others): Make independent and maintained secondary schools more like each other: voluntary aided.

Logic (at this point departing hurriedly from the education scene): But, of course, when it comes to it, none of them will be able to resist the grand rhetorical manifesto-induced flourish that, since R. Butler used the lock-gate principle to bring Church and State together in the 1944 Education Act, has regularly been

(Discardant cries off-stage of "faster, faster" and "we have a mandate to open both lock-gates at once".)

"WHOOSH"

NEXT WEEK

Adult access
Andrew Bennett MP calls for an urgent inquiry into the barriers facing mature recruits to higher education
Gordonoun man
Robin Hodgkin reassesses the career of outward bound pioneer Kurt Hahn
Theatre books
Irving Wardle on Jonathan Miller, Sir Grant on the history of the English language
EXTRA: Children's books

Right of appeal clause for schools for Bill welcomed by headteachers

Government bid to prevent Poundswick-style rows

by Biddy Passmore and Richard Garner

Schools may soon have the right to appeal against local education authorities who force them to take back pupils they have expelled, it was revealed this week.

The Government put forward the proposal amid a series of amendments to the Education Bill which included an announcement that there would be a clause outlawing bans on police visiting classrooms and another requiring sex education in schools to "have due regard to moral considerations and the value of family life".

The school right of appeal is unveiled in a letter from the Department of Education and Science to the Secondary Heads Association, and is seen as an attempt to prevent any further disputes like the nine-month-old wrangle at Poundswick High School in Manchester which came to an end this week. It has been welcomed by headteachers.

The DES will consult with local authority associations and teachers' leaders over whether a clause could be inserted into the Bill - given its Third Reading in the House of Lords on Monday - allowing schools to appeal to tribunals similar to those set up to hear parental challenges on schools' admissions policies.

The Poundswick dispute - which provoked the first-ever strike by headteachers - ended this week when 18 striking members of the National Association of Schoolmasters/Union

of Women Teachers returned to school because all the boys involved have left. The teachers had been striking over the authority's insistence that the five expelled for allegedly daubing obscene graffiti around the school - should be taken back.

The announcement that ministers will also amend the Bill to outlaw school bans on police visits to classrooms came when Mr Douglas Hurd, the Home Secretary, addressed the Conservative Women's Conference in London on Tuesday. He said the bans were not a widespread phenomenon but - to signal the unacceptable nature of such behaviour - the Government had decided to legislate.

The amendment on sex education was passed on Monday but a further proposed new clause aimed at ensuring free speech on university campuses was withdrawn by the Government after criticism from all sides that it was badly drafted.

Now education ministers will draft a new clause to be introduced next week in the House of Commons. It was being discussed with university vice-chancellors yesterday.

The new requirement on sex education has been given a cautious welcome by heads and advisors but many in the education world have doubts about the wisdom of legislation on such matters.

Mr Chris Patten, Minister of State, said on radio in Tuesday's *World at One* that Her Majesty's Inspectorate would shortly issue a detailed discussion document on sex education to be distributed to schools with guidelines for teachers.

Mr Bob Morris, education officer of the Association of Metropolitan Authorities, expressed alarm at the way the Bill was going. "It was over-prescriptive from the start and has emerged from the Lords with its prescriptiveness enhanced," he said.

Mr Gordon Cunningham, education officer of the Association of County Councils, said the new clauses on sex education and political bias (also outlawed under the amended Bill) showed "just how ludicrous matters become when the Government tries to legislate in detail".

Lords debate - page 11



Going for goal: Paul Masters of Widdersham School, Southampton, breaks through the Italian defence to help England win 2-1 in an under-15 schoolboy international at Wembley last Saturday - an example ignored by his World Cup elders in Mexico.

Irish demand ethnic rights

Irish parents in London and Leeds are demanding that their children be recognized as ethnic minority pupils with special cultural needs.

They want Gaelic taught in schools and say that children have a right to study its literature and music as well as the opportunity to play specifically Irish sports like hurling and Gaelic football, writes Barry Huggill.

Mr Bernard McGrath, the Irish community's representative on Leeds City Council, says that there are 110,159 children with Irish parents attending schools in the city.

But because the council refuses to recognize the Irish as an ethnic minority group they have no educational access to their parents' culture or their Irish heritage, he says.

In inner London one-sixth of the population is of Irish origin and, according to Irish rights activists, constitute the largest ethnic minority group in the capital.

The ILEA, however, does not recognize the Irish as an ethnic minority and makes no special provision for Irish children.

Mr Pat Reynolds, of the Irish in Britain Representation Group, accuses ILEA of a "racist approach" to the Irish. "Because the Irish don't fit into the black/white perspective they ignore us despite our history of colonial oppression."

The group is organizing a campaign for Irish studies in schools.

Mr Geoff Driver, chairman of the Leeds education committee, said that the authority was sympathetic to the demands of different community groups.

An ILEA spokesman said that the authority was concerned with the experiences of Irish children; "We recognize that anti-Irish prejudice exists and our policy statements have emphasized that discrimination affects not only black groups but also some white ethnic minority groups."

Patten on GCSE, page 8.

Many courses will require that children watch television for news coverage, read newspapers and also study television soap operas. But many Orthodox families do not allow their children access to the media and this would make it impossible for them to study subjects such as media studies, current affairs or even English language.

Staffordshire county council is to spend an extra £100,000 on books, equipment and in-service training for the GCSE. This will be in addition to the extra funds that the Government will release next year for the exam.

Orthodox Jewish schools are worried that the GCSE will severely curtail the options that they provide for pupils.

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EXTRA: Children's books: pages 49-56

NOTICEBOARD

No 256 CROSSWORD by R. B. L.

PEOPLE...

Mr Alan Grace, head of John Newham High School, to be head of Purley High School for Boys, Croydon; and Mr Bill Pether, head of John Ruskin High School, also in Croydon, to remain head of the school when it becomes a sixth form college.

Mr Paul Gray, head of department at Knowles Central Tertiary College, to be assistant education officer for Cambridgeshire with responsibility for further and community education.

Mr Les Brook, acting principal at Spellthorne Adult Education Institute in Surrey to be vice-principal (adult education and community development) at Newham Community College.

June 21
Community schools in the primary years - a British Association of Early Childhood Education (Hounslow and District Branch) conference at Hounslow Town primary school. Speakers include John Renzie and Roger Kilbey. Tickets £3.50 (£6 including lunch). Details from Mrs J. Gregory, 41 Clarendon Road, Ealing, London W13.

June 21
Responses to music in the multicultural curriculum at the University of Reading Music Education Centre. Speakers include John Stephens, Brian Cryer and Gordon Cox. Details from the Music Education Centre, University of Reading, Reading Road, Reading RG1 5AQ.

SUMMER SCHOOLS...

June 24
Conservation - It's up to you - at West Park College, Sandwell, from 10am to 4pm. Open to schools and the general public. The day includes exhibitions, lectures and slideshows. Details from Mrs H. H. H. West Park College, Holly Lane, Smethwick, Warley, West Midlands. 021-558 0020.

June 30 - July 4
International Chichester conference on information technology at Chichester College of Technology. The topic for July 3 is vocational education and training. Full fee £450, day delegate £80. Details from the Conference Secretary, Chichester College of Technology, Westgate Fields, Chichester, West Sussex PO19 1SB.

July 28-August 1
Virtual Arts Association summer school at Bath College of Higher Education. Speakers include Martin Booth, Malcolm Bradbury, Anne Chyssenar, Wendy Cope and Ben Haggarty. Fee £95 residential (£50 non residential). Details from John Cox, VAA Summer School Director, 22 Queen's Road, Salisbury, Wiltshire SP1 3AJ.

August 13-23
Royal Opera House, Covent Garden workshop for primary school teachers wishing to develop creative arts projects in their schools. A team from the Metropolitan Opera Guild, New York, will introduce the processes of writing, composing and staging a piece of original music-theatre.

Details from the Education Unit, Royal Opera House, Covent Garden, London WC2E 9DD.

August 27-30
A festival of storytelling at University of Exeter school of education for teachers, librarians and all interested in telling stories. Fee £70 residential, £45 non-residential. Details from Sally Williams, Storyteller '86 Secretary, School of Education, Exeter University, St Luke's, Heavitree Road, Exeter EX1 2LU.

Summer Study '86
Extracurricular courses offered by the University of Ulster include an extracurricular certificate in community studies; an adult reading workshop; a course on children and family law and short courses in sport and recreation. Details from the Administrative Officer, Department of Adult and Continuing Education, University of Ulster at Jordanstown, Newtownabbey BT37 0QB.

July 1, 2 and 3
University of Oxford science departments open days for sixth formers. Schools and colleges wishing to take part should write to Mr Arlor Jones, General Administrator, Department of Nuclear Physics, Keble Road, Oxford OX1 3RH.

July 3-5
Under-five book fair at the Thomas Coram Foundation, organized by VOLCUE, the Voluntary Organizations Liaison Council for Under Fives. Exhibitions on learning to read with picture books and special needs as well as

sessions with authors and illustrators. Details from Book Fair, VOLCUE, Thomas Coram Foundation, 40 Brunswick Square, London WC1N 1AZ.

July 7-11
Wharfedale International Calligraphy workshop in association with the Society of Scribes and Illuminators. Details from Brenda Hill, Course Secretary, Whitelands College, West Hill, London SW15 3SN.

Geography
The Geography for the Young School Leaver/TRIST Project working on teaching strategies and resources for the involvement of geography in vocational courses is interested in contacting teachers already working in this area. Please write to the Project at the Centre for Geography and Environmental Study, Sheffield City Polytechnic, 30 Colledge Crescent, Sheffield S10 2BL.

Publications...

Religious Studies
GCSE Religious Studies - Resources for Teachers published by the Welsh National Centre for Religious Education covers all the religious studies syllabuses of the five examining boards for the GCSE. It costs £1.20 including postage and is available from the Welsh National Centre for RE, University College of North Wales, St Mary's, Llanfylltyd, Bangor, Gwynedd LL57 1DZ or any of the other RE centres forming the Federation of National and Regional RE Centres.

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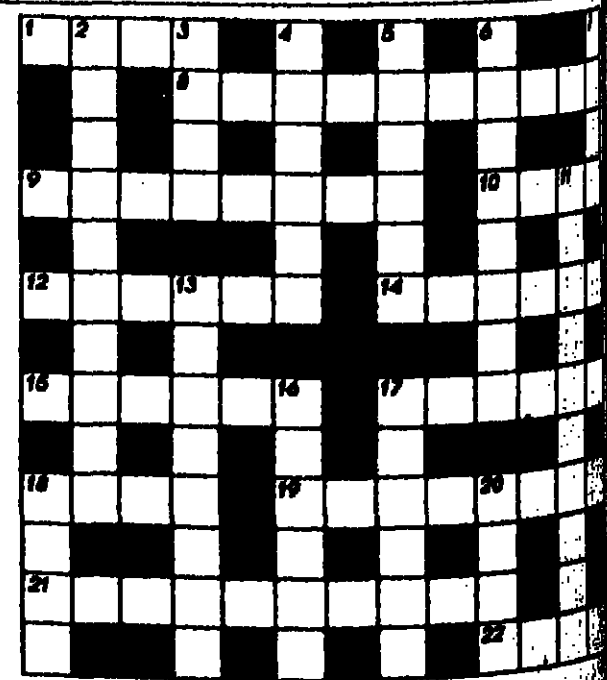
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Across
1 Deposit of Ancient Rome perhaps (4)
8 Short races organized for play groups (10)
9 In a religious sense he believes in coasting freely (8)
10 Legal tender in the bar (4)
12 It enables farmers to make a good turnover (6)
14 Being unopposed, informed the police (6)
15 One who cares is easily hurt (6)
17 This student is not expected to go to sleep at school (1-3)
18 Girl may be right wrong (4)
19 Submitted to the

Down
21 Spanish guard (8)
22 Tender perhaps (10)
23 Perhaps school holds a recess (4)
24 Picture-house (3, 7)
25 Thus depicted, it's mediocre (2-2)
26 Stop and have a drink (6)
27 Find company in one churchman or another (6)
28 A shocking swimmer stories all over the place (1-3)
29 Mainly detachment? (4)
30 People responsible for the upkeep of the neighbourhood (3, 7)



Douglas Hurd: bans not widespread

THIS WEEK

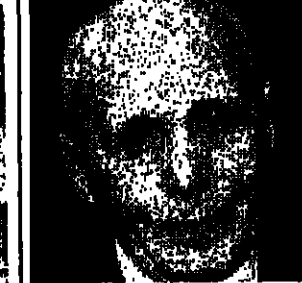
COMMENT
PRIMARY
DIARY
SCHOOL TO WORK
COVERS NEWS
LETTERS
TALKBACK
BOOKS/ARTS
RESOURCES/MEDIA
PERSONAL COLUMN
NOTICEBOARD AND
CROSSWORD
CLASSIFIED



Providing cover: pages 14-15



What the UGC rankings mean: page 6



Kurt Hahn reassessed: pages 22-23



Theatre books: pages 24, 26, 29



EXTRA: Children's books: pages 49-56

A rationale but not a reason

Up and down the country, university departments are licking their wounds (or patting themselves on the back). The cause of their distress (or smugness) is the second letter from the UGC - the letter giving an assessment of university research strengths and weaknesses, subject by subject and department by department. More than their *amour propre* is at stake: on these research ratings will depend their financial expectations for the coming years.

The basic fact about the present exercise is that the total amount of money available for distribution has been cut in real terms; there has been a deliberate refusal to increase the global sum to compensate fully for inflation. The UGC has imposed its own priorities on the distribution of this reduced sum. Among the considerations which have been taken into account are the costs (but not the quality) of teaching, and the quality of research as assessed by peer groups drawn from every discipline. The research assessments have now been published (in last week's *Times Higher Educational Supplement* and Tuesday's *Times*). These assessments will be used to influence the trend of funding over the coming years, so it is not just this year's grant which will be affected.

There are many questions to ask about the peer group assessment: "group" in this context may, in effect, mean two or three individuals giving a department the thumbs up or down. There seems to be a built-in bias against multidisciplinary activities and in favour of traditional, single-subject work. For example, the Oxford Educational Research Group,



whose research programme has deliberately drawn on the resources of other university departments beside Education, together with the Oxfordshire schools, is clearly trying to do some extremely interesting things, but by the conventional research yardsticks which have been applied, the Oxford Department of Educational Studies comes out as "below average".

What would be serious would be if these judgments, some of them less good than others, were to prejudice the future of a department like Oxford's which is on to something important and good. And the inference must be that it is expressly intended to have such a prejudicial effect. If the aim is to "build on research strength" then well-ried Biblical principles will prevail and "unto everyone that hath shall be given, and he shall have abundance; but from him that hath not shall be taken away even that he hath".

No special value has been accorded to teaching, and universities like Keele which have been set up to give special priority to high quality teaching have been clobbered with special vigour. The use of the research assessments must be regarded as a signal to universities which want to improve their status (and therefore funding) to take resources away from teaching and turn them over to research. When the UGC will be able to revise its 1986 assessments is not clear (though it won't be soon).

The effect of this process of differential funding - now made explicit and linked to a single, research, parameter - must be to elevate some universities (and departments) and bring down others. This in turn will affect recruitment of ambitious staff and able students. The bones of a league table with first, second and perhaps, third divisions can be clearly discerned and sixth form staff and careers advisers will find themselves taking these considerations into account more and more in counselling students.

The big question is: what is the strategy behind this shake-up? Is there one? Or is this just the UGC's method, born of the experience of 1981 when its unequal distribution of a financial cut brought the heavens down about it, of finding a rationale for sharing out an inadequate global sum? The suspicion must be that it is the inadequate funding which dictates the strategy, not the strategy which commands the funding. Instead of a strategy, all there is to fall back on is a bureaucracy.

COMMENT

All over the Other Place

The course of the Education Bill through the House of Lords has shown the Government in an absurdly unconvincing light. In fact, the way ministers have handled emotive issues like politics in the classroom, free speech on the campus, and sex education has resembled the worst days of Harold Wilson's brand of expedient pragmatism.

The fiasco over the universities' obligation to provide a forum of free speech and what duties should be imposed on the university authorities to guarantee a hearing for controversial speakers was not the result of some unforeseeable misfortune. It followed directly from an unbelievably inept piece of legal botchery.

How the words were drafted; in whose bath they were dreamed up; whose absence of mind commended them; what were the views of the education ministers and their senior advisers - fortunately for our present rulers all these remain shrouded in mystery at this time.

What is plain is that a Government which had many months in which to think about these matters - after all, Sir Keith Joseph had long made this one of his priorities in his dealing with the universities and polytechnics - was reduced by Lady Cox's remorseless harrumphing to legislation on the hoof. (Mrs Thatcher must be regretting that particular life peerage). The abortive amendment tried to impose duties on vice-chancellors without any serious attempt to work out what the consequences would be - the worst kind of scrambled rule-making which might well have resulted in the opposite outcomes to those which the Government and the House of Lords desired. Mercifully, their lordships having earlier got the bit between their teeth and pawed the ground for action, had enough native wit to refuse when it came to the fence. The Government has a breathing space in which to convert seriously with the vice-chancellor.

lors, polytechnic directors and FE college authorities and make sure that whatever finally reaches the statute book is workable in the varied circumstances of many hundred institutions.

But there is no easy legislative formula waiting to be wheeled on. However much everybody would like to believe universities and colleges can be made models of polite debate, they exist in a rough and ready world where, from Wapping to the remotest college precinct, the right to speak, demonstrate and assemble frequently conflict with public order and tranquillity.

College authorities would have to be realistic about the cost - in cash and time - of creating the cast-iron security needed to enable a fiercely contested meeting to go ahead. And, knowing the terms of the law, trouble-makers would seize on the chance to force a punch-up - both by organizing provocative meetings, and breaking them up - with the result that prudent principals would end up by preventing, not promoting, public debate.

The amendment-happy Lords also produced clauses on politics in schools and sex education, the long-term effects of which need to be carefully studied. In both cases, the aims are eminently worthy, but in neither case is the matter one on which it is easy to draft sensible legislation, and the Government has been hustled into yet more hasty action.

In the case of the sex education clause, no doubt when this becomes law schools will have to review biology and social education syllabuses with care. Will it be permissible even to study the private lives of birds and bees without regard to love and marriage? The point at issue, however, is a real one. Sex education which fails to consider human sexual relations within a framework of moral obligations, or treats them in strictly utilitarian or hedonistic terms, promotes a particular kind of amorality. But whether the tendency to do this - part of the schools' chameleon-like capacity to melt into the social background - is best countered by legislation is quite another matter.

More demand - less supply

One salutary, if uncomfortable, side-effect of the teachers' action has been to bring into sharp focus some fuzzy areas of school management which have been ignored for many years. Perhaps the most glaring is cover for teacher absences (page 14).

Now, with the action, the acute shortages of supply teachers for specialisms such as science, maths, and CDT, and the shortages of supply teachers of any variety in many city schools, are at last forcing serious attention to the linked questions of absences, cover and supply teaching.

The Audit Commission report devoted several pages to the question, and proposed some remedies. Mr Peter Earley's NFER study of supply teaching in 10 authorities has proposed others.

Many of them come down to more efficient management, both at school and local authority level. They range from the need for more schools to give supply teachers a decent welcome and briefing, to demands for I.E.S.s to advertise regularly for supply teachers, vet applicants systematically, and keep their lists of supply teachers up to date.

No doubt such housekeeping improvements are necessary (though it is, frankly, shameful that it should need outsiders to point this out) but much more radical and analytical thinking is also required.

Mr Earley's exploratory study in 10 authorities showed that very few had facts to offer about supply teaching: they did not know how many were being used, or what proportion of their salary bill went on supply teachers. Until the basic facts are available, and the needs analyzed, good solutions that increase both the quantity and quality of supply cover cannot be found.

Some authorities are beginning to tackle the problems of cover and

supply more systematically. One or two have set up small "clusters" of two or three schools, with their own set of supply teachers on call. That both improves the availability of the supply teachers, and the quality of what they do, since they get to know the schools they are working in much better.

Other authorities have set up training courses for teachers who are diffident about coming back as supply teachers after some years out of the classroom, to familiarize them with new curriculum developments and with the schools they will work in.

This kind of initiative may mitigate some of the problems, but even they have been jeopardised by the overall shortage of supply teachers in cities.

A long line of curriculum developments have both taken teachers out of their classrooms for training and development, and made it increasingly difficult for supply teachers to do more than child-mind. Now the teaching, assessment, and in-service demands of the GCSE will further aggravate the difficulties.

One suggestion that has been quietly gaining support this year, and which has now openly been proposed by the Audit Commission, is to lengthen the teachers' year by two weeks or so, specifically for in-service training and curriculum planning (as happens, for example, in Italy).

If the Acas talks could swing it, and the Government were prepared to put up money for it, that solution would go a long way towards making the problem of providing cover for other unavoidable teacher absences much more manageable. It might also do a great deal for teaching quality.

...no comment

"For various reasons it will not be possible to follow a Monday timetable on Thursday 3 July. Only Tuesday 15 July will, therefore, be treated as a Monday."

Memo to heads of department in a Norfolk school.

Second opinion

Take down barriers entitlement

Last week's TES leaders' report (the new Secretary of State) start listing to a decline by almost a fifth over the next five years. In schools scattered over hills and dales in the country's second largest county, there are expected to be 13,500 empty places by the 1990s if no action is taken.

Here are a few of the education service - and very people selected to it - is to be restored to its former glory.

It will not be enough to bits of reform; the system is too big to be changed by piecemeal. A few qualified super schools there, some up to anything worthwhile, be sufficient, even with a predecessor - along with senior officials - will great deal more than the present priorities. But, obsessed with ruling the system, Mr Baker is on bringing out the He will also need to the basic educational have been pushed aside years and more.

Here are a few examples:

- Education of high quality entitlement for every child system exists for the best as well as for the needy.
- While the education receive should help the useful contribution to the should also be about the development, opening culture and imagination, a community in which is entitled to a place.
- Co-operation is a learning, as well as a school system dominated of competition does a future generation already begun to produce community turned to an acknowledged value.

Everywhere, piece by piece, barriers have been erected of higher management, had the effect of making many parents, pupils and receive the educational which they are properly decent level of many curricular opportunities enhanced access for the benefitting from higher and a better chance to want and need to.

The existing barriers must be taken down. The many different interests the present system, there are still goodwill, sustained by a young people deserve more than they are getting now.

But what is needed is skilful and sensitive goes beyond a merely concern with efficiency steady view of what education - meeting an entitlement ing an opportunity for learn for the benefit of selves and others.

Mr Nigel Lawson, the Chancellor of the Exchequer, served clear warning on the new Education Secretary this week that he would have a tough fight to extract more money for education.

Speaking in the Commons on Tuesday, he combined a general warning about the damaging effects of higher public spending on taxes with the specific claim that spending levels on education were "manifestly not what parents rightly care about: standards and values and the child's preparation for the real world of tomorrow".

He also claimed, pointedly, that Britain spent roughly the same per pupil as Germany, some 20 per cent more than Japan and as much as 50 per cent more than France.

Mr Lawson's speech was widely seen as his first shot in the public spending battle which is likely to rage through the summer.

The Department of Education and Science's spending bid for next year was due to arrive at the Treasury today. This was a week later than the original deadline to allow the new Education Secretary, Mr Kenneth Baker, to make his own adjustments. They are expected to be adjustments upwards.

Mr Baker agreed with Cabinet colleagues before he left the Environment Department that next year's provisional total for local authority spending would need to be greatly increased to be remotely realistic.

That increase could be £3 billion in current spending alone, to allow for overspending of £2 billion this year and some increase in 1987-88.

Education could normally expect to spend about 10 per cent of that, but

Cumbria squares up for closure round

by Geraldine Hackett

Education officials in Cumbria are bracing themselves for a tough fight to close secondary schools - hot on the heels of the Audit Commission's call for action on empty classrooms.

The number of secondary school pupils in the county is expected to decline by almost a fifth over the next five years. In schools scattered over hills and dales in the country's second largest county, there are expected to be 13,500 empty places by the 1990s if no action is taken.

Earlier attempts to close primary schools have had limited success. Cumbria has more than 300 primary schools in a school population of less than 40,000 and parents are currently opposing plans to close primary schools with only 12 pupils.

Before secondary reorganizations get underway, the authority is launching a massive consultation exercise to forestall parental opposition. No school will close until 1988, but the authority wants to make sure the issues are thoroughly aired.

According to Mr Peter Boulter, the director of education, care and maintenance have been sacrificed in order to keep a full curriculum in small schools. The backlog in maintenance work alone now amounts to £27 million.

Cumbria boasts the smallest comprehensive in England - Samuel King's at Alston - which has 149 pupils, and by 1990 the numbers are expected to have declined to 126.

The closure of 10 of the county's 44 secondary schools could bring savings of the order of £2.5 million in a total budget for 1985-86 of £108 million.

"We are not getting far away from closing schools because of the state they are in," said Mr Boulter. The only maintenance work being done was literally to prop up schools which threatened to fall down.

Left-wing veto on restructuring puts FE pay pact in jeopardy

by Diane Spencer

A U-turn forced by hard left executive members of the National Association of Teachers in Further and Higher Education has jeopardized negotiations on conditions of service essential to settling this year's pay claim.

A document placed before a special meeting of the two sides last Monday was re-drafted by NATFHE's executive after the annual conference in May and effectively removed any commitment to radical change on restructuring the service. It was described by Mr John Penman, leader of the employers, as "disastrous".

Before this change-around, both sides hoped that next Wednesday's meeting of the National Joint Council would result in an interim pay settlement. NATFHE wants 20.5 per cent to restore the Clegg/Houghton awards.

Mr Penman also thought it might have created a climate in which a joint approach could be made to the Government for more funds for the further and higher education service.

He said: "I have already written to Mr Kenneth Baker (the Education Secretary) seeking a more imaginative approach from the Government. It would be ironic and disastrous if NATFHE pulled the rug from under my feet."

The original document on structure drafted for the executive by officers of NATFHE contained a commitment to changes in the college year, teaching hours and a new system to replace grading of courses.

These were removed by the executive last Friday following emergency consultations at the annual conference urging a tougher line on pay at the joint

council meeting regardless of progress on structure.

Last year's pay deal was reached only after both sides agreed to start discussions on ways of making the service more flexible. As a result, the employers agreed to merge the two lowest scales - which NATFHE had been seeking for eight years.

Mr Penman added: "I hope that the radicalism and bravery which was breaking out in the ranks of the union has not been suffocated. The loser would be the whole of the FE service."

● University employers and lecturers' leaders have agreed a £170 million package aimed at correcting years of pay erosion and reforming salary structures to renew promotion prospects.

The proposals worked out in four weeks of intensive negotiation between the University Authorities' Panel and the Association of University Teachers followed hard on a jointly commissioned independent report which showed that uncompetitive pay was hampering recruitment and retention of staff.

Costing 24 per cent overall on the salary bill to introduce, both sides recognize that extra funds will be needed and it will form the basis of a joint approach to ministers in an attempt to influence the 1987-88 public spending round.

The employers and unions agree that the increases, which range from 13 per cent for the lowest paid to 30 per cent at professorial level, are needed to boost salaries to the lowest quartile for comparable posts in industry, the Civil Service and other professions. - THES

Baker faces struggle for extra cash

by Biddy Passmore

Mr Nigel Lawson, the Chancellor of the Exchequer, served clear warning on the new Education Secretary this week that he would have a tough fight to extract more money for education.

Speaking in the Commons on Tuesday, he combined a general warning about the damaging effects of higher public spending on taxes with the specific claim that spending levels on education were "manifestly not what parents rightly care about: standards and values and the child's preparation for the real world of tomorrow".

He also claimed, pointedly, that Britain spent roughly the same per pupil as Germany, some 20 per cent more than Japan and as much as 50 per cent more than France.

Mr Lawson's speech was widely seen as his first shot in the public spending battle which is likely to rage through the summer.

The Department of Education and Science's spending bid for next year was due to arrive at the Treasury today. This was a week later than the original deadline to allow the new Education Secretary, Mr Kenneth Baker, to make his own adjustments. They are expected to be adjustments upwards.

Mr Baker agreed with Cabinet colleagues before he left the Environment Department that next year's provisional total for local authority spending would need to be greatly increased to be remotely realistic.

That increase could be £3 billion in current spending alone, to allow for overspending of £2 billion this year and some increase in 1987-88.

Education could normally expect to spend about 10 per cent of that, but

NEWS

Curricular policy gap

Most I.E.S.s have adopted a curricular policy but many have not yet put it into effect, according to a DES report published on Wednesday.

Welcoming the report, Mr Kenneth Baker, the Education Secretary, said that he was encouraged by the "substantial progress" that had been made towards broad agreement on the school curriculum.

The report says that while there is little dissent about the need for curricular policies at the I.E.S. and school level there is disagreement about how to put principle into effect.

Four areas which the DES say need

further attention are:

- The need for greater differentiation within the curriculum to meet the needs of each pupil;
- The problems of teaching a wide range of ability and aptitude within most teaching groups;
- The need for teaching approaches to reflect the curricular aims and objectives laid down by the I.E.S.; and
- The lack of continuity between primary and secondary schools both in the curriculum and teaching approaches.

Local authority policies for the school curriculum available from DES publications, Honeygot Lane, Slommore, Mid-

In brief

Drugs ruse

Prisoners are attending educational classes in the hope that they will be able to buy or sell drugs. MPs were told on Tuesday. Mr James Kaye, assistant secretary of the Prison Officers' Association, told the Commons Select Committee on Education that dealers knew they would meet other prisoners in class and have an opportunity to sell drugs. That was why classes had to be cancelled if prison officers could not supervise them.

Head bows out

A head teacher who refused to close his school during the teachers' pay dispute has retired early on medical grounds. Mr Ian Mitchell Lambert, an active member of the non-striking Professional Association of Teachers, came into open conflict with the unions at Howbury Grange School in Erith.

Talks begin

Redundancy talks are starting with representatives of Buckinghamshire's 1,500 school meals staff following a vote by the county council's schools sub-committee to scrap the service. About 8,000 children will get free packed lunches if the education authority confirms the abolition, which is due to take place at the end of October.

£2.5 million grant

The Government currently provides £2.5 million to the Commonwealth Institute's budget not £25 million as incorrectly stated in last week's TES.

Professional Association of Teachers

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PAT is the most rapidly growing teachers' union in the United Kingdom. Its membership increased by 12,000 in 1985. Already in 1986, there has been a further increase in membership of several thousands.

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Report: Graham Smith
Photo: Roger Hutchings/Network

Adult access to the campus

The occasional success of a grandparent or pensioner achieving a degree still grabs the headlines, and the Government claims 19 per cent of all higher education students got in with non-standard entry. However, the reality is that the number of students over 25 is now less than 2 per cent, and has been falling as a percentage since 1979.

For the past three years, debate has grown over the desirable level of mature student entry to higher education as we approach the 1990s, and yet neither the Government, with its low expectations for extra mature students, nor its critics with their much greater hopes, have addressed themselves to the central problem. Exactly how does the system go about the expansion of mature student entry in the first place?

As Labour's higher education spokesman, my visits to universities, polytechnics and colleges have convinced me of several things. Though I suspect that the system in its present state can muddle through to recruit mature students in arts and social sciences, there is no such parallel in the science and technology field. This is partially due to the inertia of the vast majority of science departments, and their failure to give thought to the recruitment of mature students. Even the exceptions tend to see non-standard entrants with blinkered vision and talk of their ability to draw in mature students from people already working as technicians (with their reliable numerate and scientific background).

This fails to recognize, however, that as a country we are failing to train enough technicians in most fields anyway, and that it is irresponsible - in the national interest - to cream off technicians into higher education without providing for their replacement. Nor is it a view that adequately reflects the difficulties of poaching people away from industries that desperately need them, and will fight to keep them.

What is needed is a clear strategy to attract adults into education in general, and to the broad range of opportunities in further education and higher education in particular. Such a strategy must first seek to challenge the many problems faced by potential mature students, and thus it follows that the more mature students the country needs, the more of the existing obstacles will have to be removed.

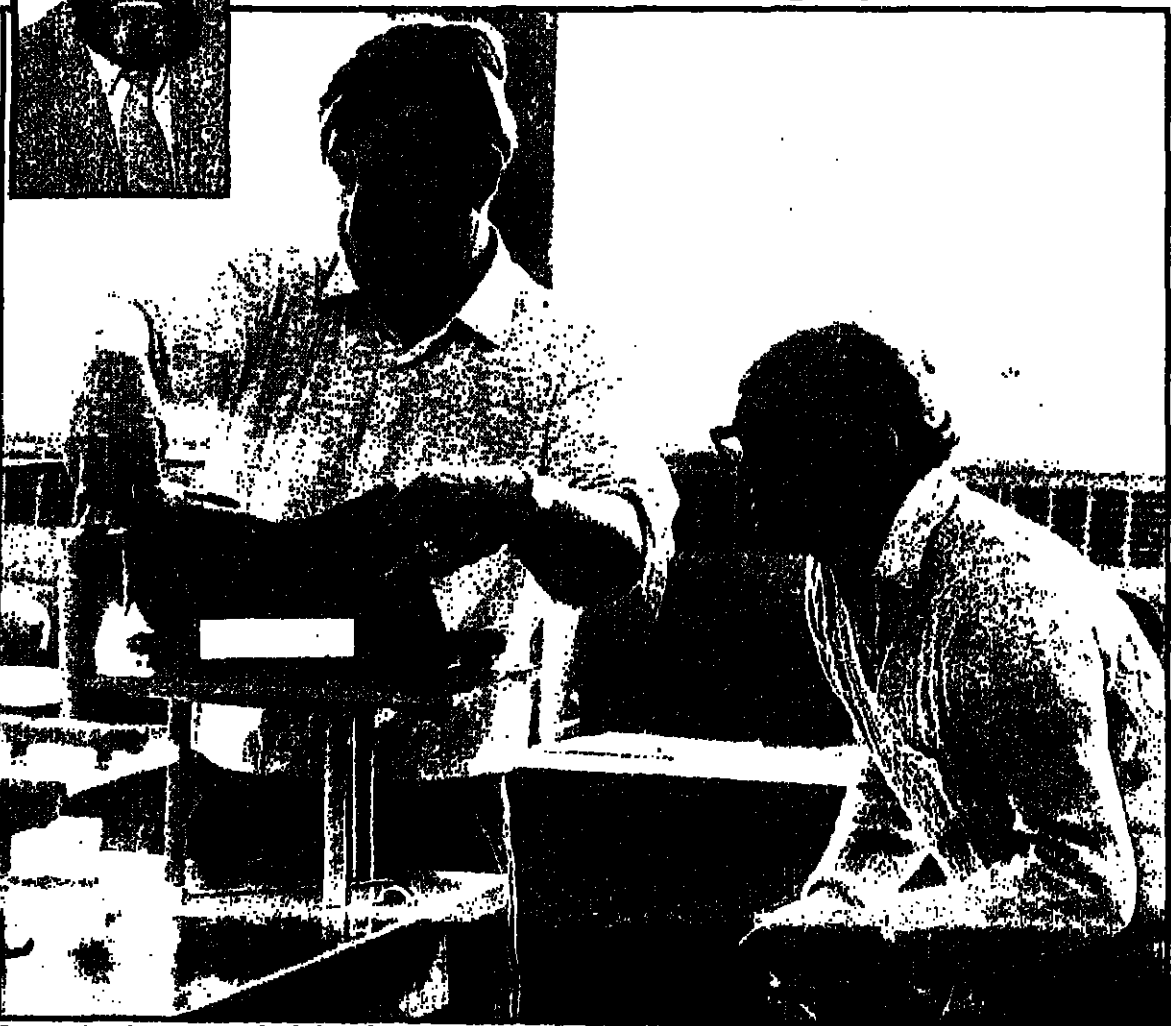
At present, it is only the exceptionally motivated mature students who break through all the barriers and endure all the sacrifices. Unless the barriers can be removed, and the sacrifices reduced, the size and shape of the mature student pool will continue to under-represent the true scale of potential within the adult population. In turn, this means that higher education will fail to attract enough mature students in the 1990s even to meet the Government's lower expectations, let alone the real needs of the country.

But how should one address what those real needs are? What is immediately required is a Government-inspired committee of inquiry into the problems facing mature student recruitment, taking a year at most, with a clear commitment to implement its proposals progressively over the two or three years following its report.

One of the major challenges facing such a committee would be attitudes within the adult population towards the idea of education itself. The vast majority of people leave formal education with little confidence in themselves and their abilities, only too well aware of what schools told them they



Andrew Bennett, MP, says that the barriers facing mature entrants to higher education are even tougher in science subjects than the arts, and calls for a national inquiry.



Open University summer school: the OU credit system provides an excellent model for the future.

could not do. Indeed, at Labour Party and trade union meetings when I talk about higher education and the need for mature students, the regular response is, "Oh, I would love to go to college but I was hopeless at school". And yet, what is most disturbing is that those same people often get exam results before 16 which made them strong candidates for a higher education place.

'Only exceptionally motivated mature students endure all the sacrifices'

Usually, the problem here is brainwashing and the view school gave them that they are educational failures. Even today, most schools still measure only formal skills. A Labour councillor I have known for many years, marvelously articulate and a concise and accurate communicator, used to do all he could to avoid writing letters or take minutes. His numeracy and understanding of science is considerable, but his problems at school with written English left him convinced that he was an educational failure. Slowly this is beginning to change and he is now gaining confidence in writing. There are many others like him.

So to begin with, any new strategy to increase recruitment must start with the basics. People for whom school is a vague and unpleasant memory must be convinced that further and higher

education is not only in their interest, but that they would enjoy it, that they can do it - and do it well.

One approach in development at the moment to achieve this is through the assessment of skills used daily by people in their work, and even in social life, but for the most part the need is to persuade adults to take up full-time studies again. This is best done via access courses, of which those validated by the Manchester Open Learning Federation are good examples, though sadly the easy-entry, unthreatening course option is the exception rather than the rule.

This situation is further exacerbated by a division of techniques within subject areas. The arts and social sciences have thrown up increasing numbers of access courses where the emphasis is on learning skills. However, in the science and technology field very little is being done to boost the confidence of people in their own abilities, while the facilities to do essential practical work (that is, to make it clear that science is "conquerable") simply do not exist.

A second major area of consideration for an inquiry, and of equal importance as general attitudes towards education among adults, is that of income support. For prospective mature students, three types of situation are common; the person with a job, and an income devoted wholly to family responsibilities; the spouse, usually female, who earns very little or nothing at all, in a family where money is tight and where expenditure on further education, though it would make sense in the long term, is practically impossible; and, finally, the unemployed hidebound by the 21-hour rule, even if there is a desire to devote scarce resources to educational purposes.

Consider the last category first. Making study difficult for the unemployed and those on social security may have made sense in conditions of full employment, but with over three million jobless it is a nonsense. Certainly there would be a marginal cost in providing courses (or extra places) for those unemployed who wished to be students, but in many cases this would be less than the cost of some common-

ity projects, previously idle people would be active, and seen as an investment there would be long-term economic returns from a more highly educated workforce. Furthermore, this argument is supported by the downward trend in the 18-year-old population in the 1990s, when more places, and earmarked resources, will be vacated by the more traditional further education consumers. In the light of all this, it is high time that the 21-hour rule be abolished, and even that Government makes available extra funds (to cover books, travel etc) for those unemployed who wish to study.

For the married woman with a working husband, similar obstacles emerge. Even living in the most generous authority, she can expect only fees and a small books/travel allowance for an access course. If she takes up a part-time job, a married woman can earn up to £40 without paying tax or NI contributions, whereas such earnings by the husband would be at least one-third deductible. One solution would be to make available family tax allowances to cover educational expenses.

Finally, for those in work the real answer to the study problem is paid study leave. If that is not immediately

possible, then a good grant system with better provision than at present needs to be developed. Britain is behind other European countries in adult provision in this respect.

A further area of consideration in an inquiry, and of crucial importance in both sustaining interest and entry in the first place, is the question of the relevance of the 18-year-olds to do straight four-year degrees; for mature students it makes little or no sense. For prospective mature student with responsibilities, the three-year degree is a daunting proposal. All other commitments, while traditional part-time courses can be done in five or six years' study, graduation is equally formidable. Open University credit system, however, and the ability to opt out as circumstances dictate, shown the way, and provide planners with an excellent model for the future.

In addition to flexibility, which provides for the mature student to fit his or her convenience, support services are necessary if the time of education is to be well-spent. Existing higher education institutions give very little counselling support, partially because the problem is usually easily solved. The student, however, is likely to have a broader range of difficulties, especially in terms of organization of family responsibilities, which may well need much more support and understanding.

'People for whom education is an unpleasant memory must be convinced that they would enjoy further education'

to take full advantage of the higher education has helped the talents of existing couples, and the non-studying spouse, by offering the individual the chance to share in study or to pursue their own course of a different nature. *Educating Rita* well illustrated problems - it is much harder to find examples of the way higher education has helped the talents of existing couples need for all higher education institutions to review the support that students is overwhelmed.

The time is ripe for a major inquiry and it is in the nation's interest that the resources are found to launch its findings. It is only by an inquiry of opportunities for mature students that we will truly release the talents of those who missed out whom the system failed to serve in pulling off the pressure-cooker release an invaluable contribution to the country's prospects in the 1990s recapture prosperity and intellectual strength.

Andrew Bennett is Labour MP for Denton and Reddish and his spokesman on higher education.

Julia Hagedorn reports on Stuart Sexton's cultivation of pastures new following the loss of his job as political adviser to Sir Keith Joseph

Former DES aide launches hi-tech school

A week after losing his job as Sir Keith Joseph's political adviser, Mr Stuart Sexton opened his own ambitious new primary school with aims endorsed by the Prime Minister.

The four three-year-olds who attended the first day of the nursery unit of Warringham Park School, Surrey - fees £150 a term or £42 a month - were unaware that they were the pioneers of a new generation of engineers and technologists.

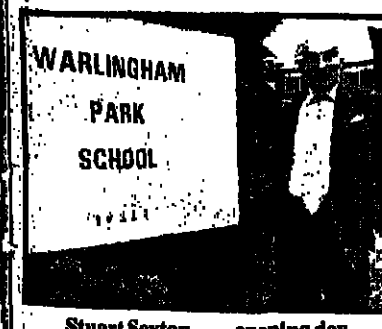
They played happily with jigsaws and a game called *Helix Skelita* which requires some building ability to make a marble run through its tunnels and wheels. These were the only visible signs of a curriculum which is eventually to be imbued with the principles of modern technology and engineering skills.

Warringham Park is the realization of a five-year dream on Mr Sexton's part to start a school which gives children a heavy dose of technology alongside the more traditional curriculum. The trust of which he is chairman - the Independent Primary and Secondary Education Trust - has acquired a five-year lease with option to buy from Surrey County Council on a former Church of England middle school.

It used to cater for 350 pupils and includes swimming pool, science and language laboratories, home economics department and large hall as well as 10 classrooms.

Mr Sexton has even managed to lease half of the field behind the school and persuade the farmer who leases the rest to roll it into shape for a playing field in return for the grass which now grows on the field in some profusion.

The school had been empty for two years and it was all hands on deck over



Stuart Sexton... opening day

the weekend to repair the damage done by vandals. His wife made a new name board for the school and his family rallied round alongside Surrey young offenders on community service to clean up the mess.

The school's new head, Ms Christine Aplin, moved into the school bungalow with her nine-year-old son and a canine saved from Battersea Dog's Home to act as protection.

Mr Sexton's trust has so far raised £25,000 but he is looking for another £50,000. It will take at least three years for the school to break even. By this September, Mr Sexton realizes there may be only one class of five-year-olds and another of eight-year-olds made up of children whose parents have opted out of the local middle school system. He would eventually like to build up to 200 pupils in the five to 13 age range.

This makes it difficult to employ teaching staff at present but there are people "waiting in the wings".

Ms Aplin managed to recruit two of the four nursery children on a walk along the fields with her new dog. The twins, Simon and Peter Brown, live in a house within sight of the school.

A former head of a Lancashire primary school, Mr Eric Hughes, at present seconded to the British School of Technology in Bedfordshire, is to advise on the technological element of the curriculum two days a week.

Mr Hughes sounded slightly at a loss earlier this week about the part he will play in the new school. But he defined the kind of work he has been doing in state primary schools around the country as "introducing children to the idea of getting things to work" and "extending the range of appropriate materials that they are already using for their junk modelling".

Mr Sexton has hopes of expansion into the adjacent hospital when it comes up for sale. There he would have room for a teacher training course and for boarding pupils. His dream may yet come true. He is helped by his catchment area in the leafy lanes of Surrey where the upwardly mobile cluster, and by a personal message from Mrs Thatcher in the school brochure praising the combination of "traditional values and modern technology".

£296,000 Dutch grant enables Welsh to spread the word

by Iola Smith

The Welsh language Nursery Schools Association is to spend a new £296,000 grant from the Dutch Van Leer foundation on expanding Welsh-medium pre-school education in English-speaking parts of the Principality.

The extra cash comes on top of £245,000 from the Welsh Office. The nurseries, which have mushroomed from 60 in 1971 to 460 this year, often provide children's first contact with Welsh.

It is their growth which has resulted in the expansion of Welsh-medium primary and secondary schools. The Van Leer grant will create five more nurseries in the valleys, together with Welsh language classes for parents.

The nurseries, which cater for children aged 2½ and over, are fed in English-speaking areas by the association's 214 Welsh-language play groups. Open for up to five three-hour sessions a week, the nurseries allow

sufficient contact time to give the children a good grounding in the language.

Learning wholly through play, children can gain fluency by the end of their first year in infant school. These voluntary nurseries, with 6,200 children on roll, accommodate more children than local authorities' pre-school provision. Depending on locality parents pay between 25p and 70p a session, with the teachers receiving a minimum of 16 a morning.

Recruiting teachers, however, has

Parents bid to resist demolition

A decision to demolish one of the oldest nursery schools in the country is being challenged by parents and staff who say that a council survey on it is inaccurate.

The Shakespeare Nursery School in Manchester was founded in 1920 by Grace Owen, an expert in the history of nursery education. Up to last Easter, 80 two to five-year-olds attended the nursery in the three terraced houses where the nursery began.

Although there had been rumours over the years that the premises were unsuitable, the parents and staff had successfully fought off a move to relocate the nursery school in 1982.

The local authority says that at that time the parents agreed in principle to demolition of the building. Parents say that a programme of refurbishment for the school was agreed upon, while the school moved out temporarily. Last autumn, the head, Mrs Kathleen Pumfrey, concerned about safety because of a series of gas leaks and cracks, asked the local authority to check the building.

According to Mrs Mary Wright, a teacher at the school, an engineer did a 20-minute survey and produced a report which concluded: "It is recommended that the nursery is rehoused as soon as practical and serious consideration given to demolishing the building".

But an alternative six-hour survey,



Shakespeare nursery... buildings it has occupied since 1920.

undertaken by one of the parents, Mr John Kershaw, a qualified surveyor, disagrees with the findings of the Manchester city architects. He says that the building is basically sound, of no danger to the inhabitants, and capable of renovation over a period of time. He estimates that this would cost £50,000.

Meanwhile the decision to demolish the building was taken at a meeting of the building sub-committee last week. Parents, who had already collected 460 signatures on a petition, were horrified that the councillors took a vote without any discussion being allowed.

The children have already been moved into a nearby and much vandalised primary school where provision, the parents say, is totally unsuitable although £7,000 has already been spent on it. The council admit that this is a temporary measure because rising numbers mean that the school will be needed again for primary pupils.

It will cost £10,000 to demolish the original nursery school - which has had a new roof and a new central heating system put in over the past five years. The committee's decision is due to be ratified at a full council meeting on Monday.

Report attacks appalling state of repair

The state of Britain's primary schools has been further criticized in a hard-hitting dossier compiled by the Building Employers Confederation (BEC).

The report's author, Mr Arthur Osman, visited schools around the country at random.

At St Vincent's Roman Catholic Primary at Redbridge, Essex, for example, he found outdoor lavatories that had remained unaltered since they were built in 1929. The system has to be drained every night in winter to reduce the risk of freezing pipes. The Department of Education has turned down a

request for a grant of £63,000 to replace the system.

In Durham, Thornley Primary School near Peterlee qualifies for the title of the country's worst school. "Ceilings are like a patchwork and a penetrating smell of damp pervades the whole building. Fungus blooms and fresheners are sprayed to try and sweeten the air," says the dossier.

At Blackhills Road Junior and Infants School in Horden the headmistress, Mrs Audrey Nichol, does not hide her anger. The lavatories give off a stench at 30 yards because of poor drainage and there is an overall sour smell of decay and some despair, the

report says, even among a dedicated staff.

The director of surveying in Durham, Mr Graham Oak, agrees that the schools are in a terrible condition. Thornley, he says, is now due to be replaced by a £226,000 building programme by the end of 1987.

Statistics collected by the BEC show that £2 billion needs to be spent on schools. Some 20 per cent of primary schools are in buildings which were built over 80 years ago and have not been modernized since.

Neglected British, BEC, 82 New Cavendish Street, London W1M 8AD.

Partial climbdown on nursery cash cuts

The National Association of Head Teachers has claimed a partial victory in its four-month battle with Cwtyd over cuts in the education budget that threatened to halve its nursery provision.

After a series of lengthy meetings culminating in unofficial talks with

Acas, Cwtyd has agreed to restore £50,000 to the budget for nursery education out of the £375,000 cut in December.

This means that 18 part-time teachers and nine part-time qualified nursery nurses will not lose their jobs and children in 33 schools currently

providing nursery education will no longer have to exclude some children.

To fill the gap in nursery provision, Cwtyd had encouraged the meeting of playgroups in school premises. This will now not happen without the willing co-operation of the schools.

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(173)



The film *Educating Rita*, well illustrated the broader range of difficulties facing mature students.

When even winners are losers . . .

It anticipates a deficit of £2million both this year and next, which will rapidly erode the £5million of reserves.

Only five

The grant allocations were closely followed by a letter telling universities how individual research departments were assessed.

DES press officer. He was a film censor and was, becoming Mr Baker's of the opposition on C

Better deal sought for minority group deaf children



All aboard the technology bus... British Aerospace gave a double decker to Avon schools and some new subjects have been added to timetables. The travelling laboratory is giving teenagers "hands on" experience in electronics, micro-electronics, pneumatics and robotics. A level technology courses have started at three schools where the bus has stopped since September. British Aerospace received £5,000 from the Department of Trade and Industry towards the £35,000 bus.

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ZZZ

(2 esp. prolonged/interj) — used as a visual representation of sleep or snoring esp. in cartoons (imit. of snoring).

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THE TIMES

Educational Supplement

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Only five education departments see stars

Professor John Turner, head of Manchester University's education department, said that the list might yield a very different list, he suggested.

However, many departmental heads, whatever their ratings, were critical of the secrecy of the exercise and called for more openness.

not say as much. The wisest man in his boss, is reading him his brief before uttering to the For the present, therefore, the reveal about him is that he is a unarmist, former chairman of the Young Conservatives, and also DES press officer. He has made, film concert and was, before becoming Mr Baker's adviser, of the opposition on Cambridge. Although described as "very wot", it is thought he may have to the right recently. If so, he must Stuart Sexton going in the opposite direction. Mr Sexton currently banished to his own boy, 12

by Barry Hugill

be conserved in the event of a school roll. **Acron** is suspended from school.

Marriage line



Rhum deal?

school roll. All

TES reporters conclude the reports from the National Association of Head Teachers' annual conference in Cardiff

A breakdown in communications

by James Melkic



Chris Patten: stand-in speech

The great communicator Kenneth Baker got his wires crossed with the headteachers when he failed to attend a conference in Cardiff.

No doubt he would argue that the error was in reception not transmission but the new Education Secretary's absence did little to lift the air of depression and distrust.

A few of the heads regarded his decision not to take up the long-standing invitation made to his predecessor Sir Keith Joseph as a deliberate snub.

Moreover, the excuse made by the man who stepped in, Mr Chris Patten, that it was too early for Mr Baker to deliver an oration on the needs of the service - manifestly failed to convince.

Mr Patten, an accomplished smoothie used to administering first aid to teachers' battered morale, was therefore heard with little more than polite acceptance.

This was perhaps surprising since he kept hinting that "suitably targeted resources" could be on the way - for improvements in the curriculum, examinations (including the GCSE), in-service training, and teachers' pay - in

return for agreements on contracts and more effective management.

He had also picked up the bad vibes from a no-confidence vote on the Government earlier in the conference and proclaimed the Tories' commitment to the maintained education system.

Heads leaving for home did not doubt Mr Patten's sincerity - indeed a number said they felt sorry for him having to step in for his new boss. But seeing that he was not the boss they were reluctant to pin too much faith on his utterances.

It was a subdued end to a conference in which the heads had perhaps surprised even themselves with expressions of militant intent.

Even some of those who thought the NAHT's long-running mid-day supervision campaign had been too quickly backed up by a national one-day lunchtime closure were more sympathetic when general secretary Mr David Hart warned that they could not remain neutral if the hoped-for agreement at Acas was not backed up by hard cash from the Government.

There was talk of what that could

mean - refusing to do returns or paperwork for local authorities, failing to initiate parents' or staff meetings (they argue this could have far more effect than other teaching unions' boycotts of such activities), far more widespread exodus from schools at lunch, or, in the last resort, closure of schools.

The heads were still appalled by the thought, on moral, educational, and legal grounds, but they welcomed the delivery of the threat.

More of the NAHT's members are clearly thinking of themselves as trade unionists as well as professionals clubbing together.

There is still a giant step between considering industrial action, and actually taking it, and it would be quite wrong to suggest that most heads are ready to down tools at the drop of a hat.

A number also talk of feeling reluctant to step too obviously out of line with either the local authorities or the Government for fear of being picked off.

Yet the desire for independence of mind is still stronger than that for

changing the rules of the NAHT instruct rather than advise man, to strengthen the common purpose, give a "one for all, all for one" protection, as a small minority of the NAHT's members see it. The frustration with the Government is most evident in comments with heads from the north, Wales, other old industrial areas. One described dereliction of "high proportions", with unemployment rising and hope fading. For such people what they see as a neglect of education is just part of a general neglect for the potential of a country.

Mr Patten tried reminding heads that the Government had spent a good deal and warned against spending energy paying off old scores.

No-one would seriously suggest, said Mr Baker, that Mr Patten was on understanding terms with NAHT.

But it was left to NAHT president Ms Jan Leeke to deliver the word. "We would really have been delighted to have seen the new secretary, if only to listen to what you have to say."



Poundswick: appeal panels could avoid such disputes

standing of life at the chalkface," he said. Relationships might be disrupted to the point of breakdown.

Mr Wootton, head of Liscard primary school, Merseyside, attacked proposals which would give local authorities the final say on whether suspended pupils should be reinstated.

"That, in itself, could undermine, indeed invalidate the disciplinary powers given to the head and governors," he said.

Mr Wootton believed independent

appeals panels, whose findings would be binding, could be a sensible way since there would be an incentive to resolve a dispute.

This could avoid disasters like that of Poundswick High School, Manchester, where a dispute, over the statement of suspended pupils, led to thousands of lessons being lost.

The continuing suspension of teachers who refused to take classes which the pupils involved took part

'Piggy in the middle' danger

Presenting the correct image

by Bert Lodge

One of the novel consequences of falling rolls - growing rivalry among heads in the recruitment of pupils - led to a successful conference resolution calling for conduct guidelines from the NAHT to its members.

Guidance and advice on "image presentation" was what was needed, said Mrs Anne Whitlam (Hillingdon). In particular there should be a firm statement on "the excesses of marketing" which would be unacceptable.

"It should remind heads what is needed for a professional approach, namely, that you can't sell your own school by knocking someone else's," she added.

Mr Norman Chapman, also of Hillingdon, said the issue among heads was the survival of their school and a

lot of them were giving a lot of time to it.

"No head wants to see his school collapse under him and his loyal staff dispersed to other schools. So we write and re-write the brochure each year and publish it in an ever glossier version. We organize bigger and better open days and court the local press. The problem is caused by the combination of parental choice and falling rolls."

The Audit Commission talked of the need to close 1,000 secondary schools in the next four years. This would mean more and more heads in the recruiting business in the years ahead.

"We need guidance from our national council as to the proper professional manner," he added.

Appraisal warning by head



Suffolk head Mr Ian Macdonald (pictured) warned that appraisal would be worthless unless the Government paid for it.

"It is wholly and stunningly unrealistic to assume that regular, continuous, constructive appraisal can be carried out within existing levels of staffing and time."

Mr Macdonald, head of Sudbury School, said appraisal should support good practice, identify areas of improvement and develop teaching potential.

Shorter day praised

Heads think a shorter school day could improve pupils' performance in the classroom and cut down discipline problems.

They have asked the National Association of Head Teachers' leadership to explore the possibility of changing the hours, without necessarily sticking to "continental days" which would almost inevitably mean a further cut in school meal services.

Mr Douglas Fallows, of Woodstee primary school in the Wirral, pointed out that some disciplinary problems resulted from "idle hands and minds" at work in long lunch breaks.

Children also worked better and more responsibly in the earlier hours of the present school day.

Reform urged for 14-18s

Proposals for changes in the way 14-18-year-olds are taught and trained have won overwhelming support from heads and deputies.

The conference called for a policy document on measures designed to end the divide between academic and vocational courses to encourage more young people to learn at school, college or on work experience.

Suggestions already outlined for consultation include ending full-time employment for teenagers under 16, instead providing young people between 16 and 18 with a living allowance, regardless of whether they are still at school, attending courses such as YTS or in other work.

Two in three staff are graduates

by Barry Hugill

More than 60 per cent of teachers working in maintained schools in 1984 were graduates. Statistics released by the Department of Education and Science show that of these, 15 per cent held BEd degrees.

In all, 90 per cent held a qualification which included professional training as a teacher; the others, in the main, were untrained graduates.

Most grammar school teachers were honours graduates as were those in sixth form colleges. In secondary schools generally, one in four teachers was an honours graduate.

Middle schools had the highest proportion of non-graduate staff.

Virtually all teachers of home economics and needlecraft were women but only 10 per cent of CDT and

engineering teachers were women. The majority of teachers of business studies, drama, modern languages and remedial subjects were women.

Not all teachers qualified in a given subject were teaching it. In home economics 90 per cent of teachers were qualified in that subject but in classics the figure dropped to 30 per cent.

Ninety per cent of maths teachers held an appropriate qualification.

Where class teaching was undertaken by teachers without a qualification in the subject, they were often qualified in a closely related subject.

Many chemistry teachers taught physics and vice versa. Most science teachers held a science qualification of some sort. Many teachers of CDT had engineering backgrounds.

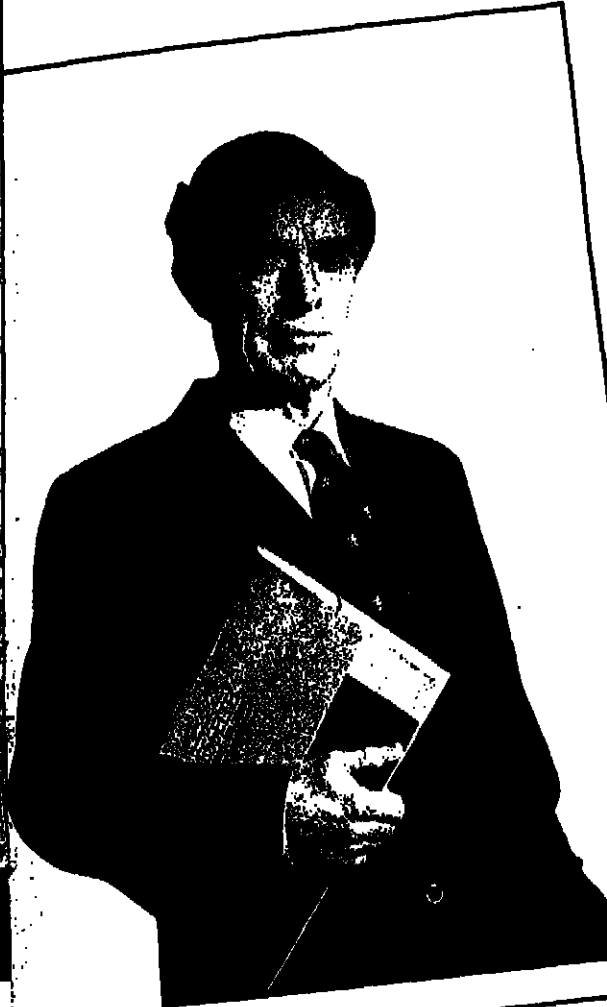
Some subjects had a high proportion of non-specialist teachers. This was the case with computer studies (50 per cent of non-specialists), design (40 per cent), business studies (35 per cent), RE (45 per cent), and craft (40 per cent).

Almost no teaching of modern studies was carried out by teachers with qualifications in modern studies.

The statistics show that, on average, teachers taught for 80 per cent of their time, deputy heads for 45 per cent and heads for 20 per cent.

The 1984 Secondary School Survey (DES Statistical Bulletin, August 1986). Available from HMI.

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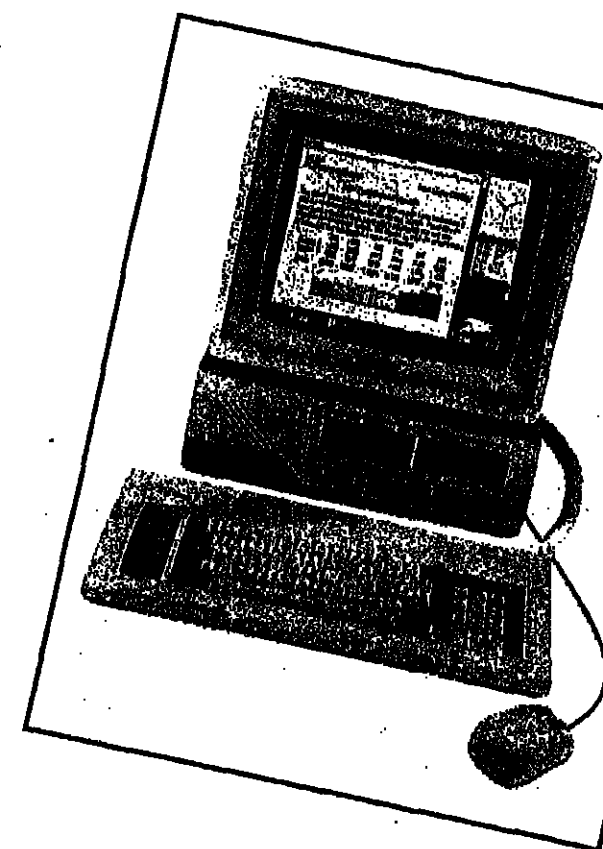
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NEWS

Biddy Passmore reports on Monday's Third Reading of the Education Bill in the Lords.

Little free speech and a lot of sex talk

"The press gallery hasn't been so full for generations," said one seasoned lobby reporter as he tried to squeeze into a seat in the Lords on Monday. "Not since 1911," agreed his friend. The reason for their temporary desertion of the more spacious Commons gallery was the Third Reading of the Education Bill. This Bill, originally thought such a harmless little measure that it was allowed to start life in the Lords rather than the Commons, has in fact barely ceased to lurch from one controversy to another.

On Monday, for instance, it failed (temporarily) to acquire a clause guaranteeing free speech in universities but acquired one on sex education in schools instead.

It was the free speech clause that had attracted the gentlemen of the press. The Government was to move an amendment prohibiting any student or university employee from preventing anyone from stating any fact or expressing any view, and requiring officials to call in the police if necessary.

It would be wrong to pretend that their Lordships were opposed to the idea behind the clause - to stop students pelting ministers with eggs - or that its introduction was unexpected. The Earl of Swinton, Government education spokesman in the Lords, had promised on May 20 to bring forward an amendment in response to expressions of concern from all sides of the House.

But the Government front bench speedily ran into trouble nonetheless. They were pelted with the lordly equivalent of eggs for, first, daring to produce a clause of such importance at such short notice (some had not seen it until that very morning) and, secondly, producing such a bad one.

Ministers should have realized that vice-chancellors and peers are thick as thieves - indeed, they are often one and the same. The vice-chancellors had announced that they did not like the clause one bit. They had also wheeled out their biggest gun - Sir Patrick Neill QC, Warden of All Souls and vice-chancellor of Oxford University - to demonstrate in that morning's *Times* just what nonsense it was.

So there was support from all sides for the move by Lord Shepherd, a Labour peer, to delay the Bill's Third Reading by seven days to give their lordships more time to think about it.

The Government should have consulted those with some experience of the matter, remarked Lord Beloff, former principal of the Independent University at Buckingham. And Lord Butterworth, former vice-chancellor of Warwick, complained that the clause would create two categories of free speech, one on campuses and one elsewhere.

In vain Lady Young, Government spokesman on the clause, promised to consult and amend. In vain Lord Belstead, Deputy Leader of the

Sir Patrick Neill: biggest gun

House, expressed heartfelt apologies for the short notice.

In vain Lord Denham, the Government Chief Whip, issued dire warnings about the effects of delaying the Bill ("might make for very great difficulties in this and in future Parliaments"). The rowdy class around him simply went "ooh, ooh".

In the end, peace was restored after a five-minute break during which the Government agreed to drop the clause and introduce a similar one in the Commons.

Lord Stewart of Fulham (the former Education Secretary Mr Michael Stewart) had one last worry: could the Lords then disagree with a Commons amendment? Oh yes, Oh yes, they chorused.

But the day's excitement was not over. After discussion had wandered briefly onto the Bill's original terrain - election of parent governors and responsibilities for the curriculum - it lurched back into the realms of headline news.

Lady Hooper, a Government Whip, announced that ministers proposed a new clause on sex education.

This enjoins i.e.s. governors and heads to take "such steps as are reasonably practicable to secure that, where sex education is given to registered pupils at a school, it is given in such a manner as to encourage those pupils to have due regard to moral considerations and the value of family



Lord Denning: apocalyptic tones

Viscount Buckmaster, an Independent peer who had been pressing a similar amendment, was grateful to the Government. But he wanted to know why they had deleted the word "stable" before "family life" - and also complained that there were no bishops present.

Lord Denning weighed in with gusto. The institution of marriage was much under attack, he warned in his best apocalyptic tones. Divorce was freely available, there was now no stigma on illegitimacy... the pillars of marriage had almost been broken down.

After such an outburst, the amendment could not fail. Nor did an amendment moved by Lord Ritchie of Dundee, a Liberal spokesman, requiring i.e.s. governors and heads to do all they can to ensure that, where political issues are brought to the attention of pupils "they should be offered a balanced presentation of opposing views".

The Government was not too happy with the drafting, Lady Young explained wearily, but was prepared to let it go to the Commons.

Since Lord Ritchie's latest amendment brings the total of sections dealing with political bias to three, the Commons will have a good deal of sorting out to do, on this and other issues, when the Bill finally reaches them next week.

Pioneer of progressive schools movement

Dora Russell, who died last weekend aged 92, was not only a lifelong campaigner for women's rights, sexual reform, individual liberty, and peace, but also one of the most radical and outspoken figures in the progressive schools movement that flourished between the wars.

In 1927, with her husband Bertrand Russell, she founded Beacon Hill School, to provide an education for her own children and a few like-minded families.

She was a fierce critic of both state and public schools, disliking their rigid timetables and intense competition. She also believed that the progressive schools - with the exception of Neill's Summerhill and Curry's Dartington Hall - were too much in tune with established beliefs and values, when they should be aiming to "upset the social system".

Much influenced by Margaret McMillan, she placed great emphasis at Beacon Hill on children's needs for free play and nurture. Lessons were voluntary, children worked at their own pace, and there was no corporal punishment.

She also encouraged a democratic spirit: the school was run by a council on the basis of discussions and agreement between adults and children.

After Russell left both her and the school in 1932, she ran it alone until 1943, when it was closed. Though she never fundamentally changed her educational ideas, she grew increasingly doubtful about people's ability to tolerate her unconventional brand of freedom.

Next week: an appreciation of Dora Russell by Jonathan Croall.

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NEWS

Julia Hagedorn reports on two new skirmishes in the battle over rural schools

Building law used as closure reason

A five-year-old Act of Parliament is increasingly being cited to back education authorities wanting to overcome parental opposition to closing small schools.

The 1981 Education (School Premises) Regulations Act laid down minimum standards that would have to be met by all new school buildings from the time of the Act and to which existing buildings would have to conform by 1991. These standards included such things as separate staff rooms, inside lavatories and changing facilities.

But in Norfolk, for example, where it was decided earlier this year to review 100 first and primary schools with a view to closure, the Act effectively means that any school with under 30 pupils built along Victorian lines is not going to meet the regulations.

Norfolk is now a third of the way through its review of small schools and there have not yet been any closures on these grounds. But Great Cressingham School, which has 42 pupils and was built in 1841, is on the hit list. Since it has neither indoor lavatories nor a separate staff room, and the Act was quoted last time it was up for closure in 1984, there are fears that this time the battle may be harder to win.

Molly Stiles, national co-ordinator of the National Association for the Support of Small Schools, fears that about 4,000 schools around the country could be affected ultimately. She says that the 1981 Regulations are being used as a reason for threatening closure by many authorities. In Norfolk, county officials are involved in an exercise to measure all the schools with a view to working out surplus accommodation.

In Wiltshire, the Act has been used in a more specific way. One of its clauses lays down the minimum space needed per child. This is determined on a per capita basis for all schools except those where there are less than 80 children. For them, there is an additional requirement of 70 square metres regardless of the number of children.

This could mean that by 1991 a school with 31 pupils, say, would need to allow 4,058 square metres per child whereas a school with 300 pupils would

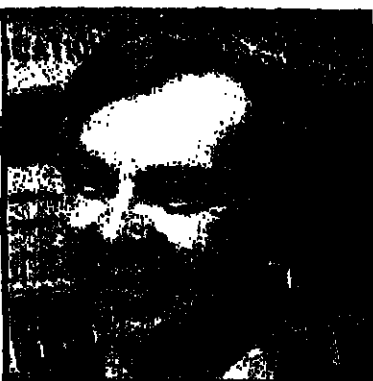
only need to allow 2.24 square metres.

One of the first casualties on a hit list of 18 to fall foul of this part of the regulations is Easton Royal school in Wiltshire which is threatened with amalgamation with two other schools in a new building in the nearby village of Burbage. To remain open, Easton Royal's building would have to be increased by about a third.

The Chief Education Officer for Wiltshire, Mr Ivor Slocombe, admitted that the majority of the county's small schools would not conform to the 1981 regulations. He said that it was policy to stress the capital investment that would be needed in the future to bring schools up to scratch when a decision not to close was taken.

In Suffolk, where a working group is looking into the future of all schools with fewer than three teachers over the next two years, Mr John Crompton, Principal Assistant Education Officer, said that while the 1981 regulations were not the only deciding factor "because if you apply them you can end up with a Mickey Mouse figure", nevertheless they were taken into account. The regulations on space did have implications and did show up the inadequacies of old schools. Without sufficient space, there could be no broad and balanced curriculum.

About 50 small schools could be in danger. Cambridgeshire is keeping back money from the education budget each year in a desperate race to upgrade schools in the hope that by 1991 they will all meet the regulations.



Ivor Slocombe

Lobby set up by parents

Parent governors in a rural part of Northamptonshire have taken the unusual step of forming a lobbying group to fight cuts in the education budget.

Called the Parent Governors Association, the group was formed last month. Its members already include 38 of the 45 parent governors from the 20 first and middle schools in the north-east of the county and the one upper school at Oundle.

It has already won its first battle - a promise from the local education authority to replace the physics teacher at Prince William Upper School when he retires at the end of the term.

Another advance it has made is to get the L.E.A. to agree to a financial inducement for 14 teachers to stay at the school at lunchtime alongside the four paid supervisors. Of the 840 pupils at the school, all but 150 are bussed in from outlying villages.

Mr Allan Styles, chairman of the association, described it as a body that represented a large slice of the electorate and spoke on behalf of parents. "Elected parent governors have a unique combination. As parents they are concerned about and as governors they have a statutory duty to oversee the quality of provision."

Members are worried about the effects of cuts on the educational budget and wish to campaign against further cuts before the 1987-88 budget is finalized. Northamptonshire has recently chopped the equivalent of 180 full-time teaching posts throughout the authority.

As one of its first moves, the association is to compile a list of deficiencies in the 20 schools. Books and materials are in chronic shortage and the successive cuts in the education budget have meant that building, repair and maintenance work has been deferred from year to year. In one case, a school has been waiting for 21 years for work to be carried out. And children from the village of Thrapston could spend their entire school career being taught in mobile huts.

The association now intends to lobby politicians, including its local MP, Mr William Powell, and to make approaches to both local education officers and the Department of Education and Science.



A flying start

by Jeremy Sutcliffe

Pupils at Jordanthorpe Comprehensive school in Sheffield have a high project. They are building their own aeroplane - thanks to a public-spirited businessman.

The school benefited when a bid by Sheffield steelmakers Mark Tysan Sons to enter the light aircraft business had to be abandoned. Managing director, Richard Angier, had visited the United States to design for build-them-yourself aircraft and had bought the kit for moulding. Then further research showed there wasn't a viable market, largely because of soaring insurance premiums.

So at the suggestion of his wife, Margaret, a local middle school teacher, Angier offered the still unbuilt aeroplanes to Sheffield education authorities. Secondary schools were asked to bid for the task of building - and overflying - the plane. Jordanthorpe won.

After 50 hours of construction the plane is still some 1,000 working hours about 12 months, from take-off. When it does the 15ft monoplane, with a wing span of 28ft, will be capable of flying at up to 150 mph. Mr Angier, whose firm supplies parts to British Aerospace and West Helicopters, has no doubts about the plane's educational value. "It is quite good quality work which they have to do. You need confidence and it does teach jolly good basic engineering skills. All the work was separately inspected by aircraft inspectors, which is quite a good lesson in the RAF, believes the project is a perfect way for children to learn practical and solve complex problems, while holding out the thrilling prospect of seeing their handwork fly.

MSC clams up over security vetting

The Manpower Services Commission is considering re-advertising all the jobs in its new training inspectorate because of a gross slip-up in recruitment procedure.

The mistake is thought to have wrongfully excluded applicants of a kind the Commission particularly wanted to encourage.

People answering advertisements placed by the Civil Service Commission have been informed that the 24 jobs in the Training Advisory Service Inspectorate come under the vetting procedures reserved for posts "vital to the security of the State." That excludes anyone the security services believe sympathizes with certain political groups, and anyone with "characteristics which might be a potential risk to security." And, in the case of candidates not of United Kingdom origin, the civil service recruiters warned, the Manpower Services Commission would have to decide whether they had "assimilated themselves to this country."

This week the MSC explained that the security classification was a mistake on the part of the Civil Service Commission. "We specifically drew their attention to the fact that these posts did not involve security, but they somehow omitted to act accordingly," a spokeswoman claimed.

But somehow, too, the MSC's own



Bryan Nicholson: Embarrassed

officials had failed to notice that the material sent out on their behalf plainly stated that the posts came under the security code - until an angry letter last week to Mr Bryan Nicholson, the Commission's chairman from Youthaid, the youth unemployment pressure group.

Its director, Mr Paul Lewis, said the assimilation test had racist overtones which would cast doubt on the MSC's commitment to equal opportunities for black youngsters in the YTS. He urged Mr Nicholson to withdraw the condition and make positive efforts to recruit qualified blacks with experience of the difficulties faced by black



Barry Sheerman: Right to know

young people in the British labour market.

Mr Nicholson and his top officials were all the more embarrassed by the criticisms because they have just launched a highly-publicized programme to tackle racial discrimination in the YTS.

Nevertheless, with 1500 applications - many thought to be from teachers - already received, they at first refused to consider re-advertising the jobs. But by the middle of the week, following questions from *The TES*, they had second thoughts, and said that the matter was under review.

What the officials are refusing to explain is how any question of security vetting for MSC jobs arose at all. Asked whether any MSC jobs are considered to involve state security, the spokeswoman said, after consulting senior officials: "No information is given on these matters."

In contrast, the chief press officer of the Department of Education and Science told *The TES*: "There is no special vetting in recruitment for any of the jobs in our department. They do not come under any security provisions."

Mr Barry Sheerman, Labour's training spokesman, is to raise the matter in Parliament. He told *The TES*: "This is absurd. The public has a right to know whether the Government is imposing political tests on the selection of officials running the nation's training programmes and its schemes for the unemployed. This is particularly important when the MSC is being given so much influence over education, and in the light of the present Government's known predilection for packing the upper ranks of the civil service with officials they believe sympathize with their own views."

Mr Sheerman said that, in this instance, the MSC could take a lesson from the DES, who appeared to be upholding the education service traditions of openness and tolerance.

Fewer stay on as YTS recruiting takes off

by Barry Hugill

The other side to the build-up of State-funded youth training is shown in the latest statistics from the Department of Education and Science.

They record that the proportion of 16-year-olds in full-time education has fallen at the same time as Youth Training Scheme numbers have grown.

The DES reports a 46 per cent participation rate last year, a decline of 4 per cent since 1980. But participation in part-time education, often on the YTS, rose by 13 per cent in the same period.

Among 17-year-olds, the full-time education participation rate fell last year by 2 per cent to 30 per cent. The part-time participation rate also fell, from 17 per cent in 1980 to 13 per cent last year.

Nearly four in five (i.e.s have more than 40 per cent of their 16-year-olds in some form of full-time education.

There are, however, wide differences between authorities. The outer London borough of Barking has a stay on rate of 70 per cent but another outer London borough, Barking, has the lowest rate in the country at 31 per cent.

Last year YTS accounted for only 2 per cent of full-time 16-year-olds students but 11 per cent of those on part-time courses.

Edited by Mark Jackson

Trial run for broad-based 16-plus

Pilot courses for a new 16-plus qualification are to be launched this September. They are intended to replace the present variety of school pre-vocational studies for the under-16s by a new concept of wide-ranging integrated studies.

The courses are being developed by City and Guilds' and the Business and Technician Education Council, who control most of the existing pre-vocational courses and together run the Government-sponsored Joint Board for Pre-vocational Education. The two bodies hope to begin replacing the existing courses with the new qualification from September of next year.

But by the middle of the week, following questions from *The TES*, they had second thoughts, and said that the matter was under review.

Mr Nicholson and his top officials were all the more embarrassed by the criticisms because they have just launched a highly-publicized programme to tackle racial discrimination in the YTS.

Nevertheless, with 1500 applications - many thought to be from teachers - already received, they at first refused to consider re-advertising the jobs.

But by the middle of the week, following questions from *The TES*, they had second thoughts, and said that the matter was under review.

But it was realized that, for some pupils, the approach used in the

courses would provide a more appropriate general education than traditional subject studies.

The courses are not being run through the Joint Board, which at present has its hands full with the CPVE, although it has been asked by the Education Secretary to rationalize pre-16 courses. Instead the two constituent bodies have set up a joint unit to handle the new qualification.

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Threat to design course

by Diane Spencer

Dunstable College in Bedfordshire is fighting to keep its advanced further education courses in graphic design and engineering, which are under threat from the National Advisory Body.

Local industrialists and Mr David Madel, Conservative MP for SW Bedfordshire, are lobbying NAB and ministers on behalf of the college.

NAB wants the courses axed in September 1987, arguing that as there are seven centres offering art and design in the East Anglian region it would be better to close one rather than make cuts in all. But there are no other advanced design courses in Bedfordshire so students and central funding would be lost to the county.

Dr Rod Hudson, principal of the college, says this HND course is over-subscribed whereas other colleges which have failed to recruit their target numbers are to be preserved. "It seems

that Dunstable's healthy course is being sacrificed to feed lame duck design courses in larger art centres," he said.

He pointed out that their design course specialized in typographic design and was highly thought of by employers and the professional bodies. In 1985 out of 26 students admitted to the Society of Typographic Designers seven came from Dunstable, more than any other college in the county. And 90 per cent of the students get jobs straight away.

NAB wants Dunstable's engineering students to move to Luton to take their HNC. But Dr Hudson says his college has, at present, more students on this course than Luton.

In any case, he believes that local employers benefit from "friendly rivalry" between colleges as they are more likely to get a better response to their requirements.

Mandela Park?

A Nelson Mandela Students' Park should be created in Docklands to honour the black South African leader and to provide student accommodation suggested the director of the London School of Economics, Dr Indraprasad Patel. It could help meet the demand for accommodation, he said.

Welsh problems in matching teachers and qualifications

by Bert Lodge

Only 43 per cent of teachers qualified in physics are actually teaching the subject in Welsh secondary schools, Welsh Office figures show.

Yet 37 per cent of physics tuition is undertaken by teachers who did not study it as a main subject in their degree or certificate of education.

The Welsh education statistics bulletin, based on a 1984 survey, focuses on staffing in secondary schools. It shows that nearly a quarter of all tuition in that sector is by teachers who did not specialize in the subject they teach. While 26 per cent of all the teaching is by staff with an honours degree, 23 per cent is by teachers without qualifications in the subject they offer.

In the White Paper, "Better Schools", the match between teachers' qualifications and what they taught was specified as one of the factors essential for high standards. Apparently the 1984 survey shows an improvement in mismatching since the 1977 survey.

About their command of the Welsh language, nearly 4,400 or 30 per cent of the total regarded themselves as reasonably or fully fluent in oral Welsh. This compares with an average for the whole country of about 20 per cent. Among remaining secondary school teachers, 52 per cent have little

or no knowledge of the language, 18 per cent possess limited oral written skills.

Of those fluent orally about 50 per cent teach Welsh as a medium of Welsh and about 14,600 undertake all their teaching through the language.

Welsh education statistics bulletin 1985: secondary school staffing. Free from Economic and Social Services Division, Welsh Crown Buildings, Cathays Park, Cardiff CF1 3NQ.

too narrow a term, implying work with reading and spelling", says Ms Brand.

Of more than 600,000 live-leave at school in England, the Institute estimates that 25 per cent eventually leave school unable to write properly because of the learning difficulties associated with dyslexia.

based pressure group. Ms Violet Brand, one of its founders, has been instrumental in persuading the RSA of the need for a nationally recognized qualification.

Controversy surrounds the term "dyslexia" and most experts prefer "specific learning difficulties". The diploma will refer to special learning difficulties because dyslexia is

The Royal Society of Arts is planning a specialist diploma for teachers of dyslexic pupils.

Details of the new qualification were announced at a conference in London on Monday, addressed by Mr Cecil Parkinson, the former chairman of the Conservative Party. He is MP for Hertfordshire and closely involved with Defining Dyslexia, a locally-

Diploma planned for teachers of dyslexic

by Barry Hugill

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A High Court judge has ruled teachers should stand in for absent colleagues. Here James Meikle reports on cover agreements made by l.e.a.s and their difficulties in employing supply teachers while – opposite – he reveals how the authorities are striving to tackle the unions' other main industrial weapon – banning midday supervision.

Big disparity in cover arrangements

"Cover" for absent teachers
— l.e.a.s' requirements of schools

	Primary	Middle	Secondary	Special
Number of l.e.a.s requiring schools to "cover" for absent teachers				
(a) when prior warning of absence received	78	38	82	45
(b) when no prior warning of absence received	88	41	91	68
Length of period schools are normally required to "carry" at least one absence:				
1 day	14 l.e.a.s	4 l.e.a.s	8 l.e.a.s	10 l.e.a.s
1-3 days	1	—	—	—
2 days	6	5	3	3
3 days	45	20	48	23
3-4 days	1	—	1	—
3-5 days	—	1	—	—
4 days	1	1	2	1
5 days	7	4	12	5
5-7 days	1	—	1	1
7 days	—	—	—	—
10 days	2	—	3	1
15 days	1	—	1	1
Variable	8	8	12	12

Teachers in one local authority can normally be expected to cover for an absent colleague for up to three weeks. Arrangements in Knowsley on Merseyside date from the 1970s when the authority decided to improve staffing levels in schools and limit the supply teaching force.

The 15-day limit only applies in the case of the total absence at any particular school, but it is the biggest requirement for cover in the country as shown by results of an unpublished survey of local authorities.

Evidence of the wide disparity in local arrangements came as the National Association of Head Teachers called on all authorities to provide adequate supply staff to fill gaps from the first day.

The authorities are likely to resist such pressure as impractical, but the cover issue remains one of the most contentious at the Acas-inspired talks on conditions of service.

The National Union of Teachers is considering whether to appeal against the recent High Court judgment that cover is a professional obligation, rather than a voluntary activity.

Meanwhile, it is continuing to advise members to cover only for the first day of an unforeseen absence.

Mr David Hart, general secretary of the NAHT, does not believe heads have a legal obligation to step in although many have had to take extra



David Hart: no legal obligation

classes while the main teacher unions operated "no cover" industrial action. He told his members last week: "Whatever may be the implications of that judgment for the teaching force as a whole, we don't accept that it means our colleagues, heads of schools, can be required to cover for absent colleagues."

Local authorities may hold back on trying to enforce cover requirements in their areas while talks at Acas continue. A number have allowed heads

to find their own supply staff where they are available, if it enabled them to cut down the use of children sent home as a result of pay disputes.

But councillors may soon be making a political judgement about trying to force teachers back into arrangements, thus risking more disputes, or seeming to show "neither" in not insisting on a rule which happened before the dispute.

Mid-day cover row deepens as heads clash with l.e.a.s

Children across the country are still being turned out of school at lunchtime as heads and local authorities continue to row about mid-day supervision arrangements.

Government agreement and cash for new local schemes has been given to 71 authorities but disputes are preventing many getting off the ground.

Some heads are threatening to follow the example of Liverpool colleagues and walk out of their schools, leaving their employers to take responsibility for supervision.

But the growing number of local battles is placing the National Association of Head Teachers in a difficult position. It is pressing for national agreement on qualifications, pay and numbers of supervisors — and has already had a one-day lunchtime closure to back the campaign — while seeing members come to vastly different deals.

In Richmond, heads and deputies are allowed to take part, with teachers, in supervising pupils at a rate of £8 an hour.

In Buckinghamshire, where the whole schools meals service is at risk, heads are not paid. Teachers get £4.50.

In the ILEA, no teachers are taking part although this scheme is being reviewed and there may be pressure for teachers taking clubs or "voluntary" activities to be paid as well as other supervisors on sites.

Humberside, Trafford, Manchester, and Birmingham are among authorities most at odds with heads on the issue.

Nottinghamshire, where the pay on offer to senior supervisors is just £2.88



an hour even to volunteer teachers, reports that a full school meals service is only available in 328 of its 544 schools. Children entitled to free meals are getting them in another 166 schools but there are no school meals at all in a further 50 schools.

The NAHT last week voted to increase pressure on national and local government for a national agreement — but turned down attempts to force the issue through instruction to members to refuse any responsibility for supervision if negotiations were not under way by September.

Only about 20 per cent of the 550 conference delegates raised their hands when asked by a speaker if they had lunchtime supervision problems.

Organisers of the NAHT campaign say many heads are reluctant to admit that they have a problem when other schools nearby seem to be coping.

They say discipline suffers when no teachers are involved in supervision, but they are wary about getting in-

involved in political argument with authorities who say new "jobs" for supervisors should be offered to the unemployed.

The NAHT counters by saying that only a properly resourced and staffed system can survive and so keep open the chance for people to earn part-time "pin money".

Local authority associations have so far shown little enthusiasm for a national agreement although they are consulting their members. The other main teachers' organization, the Secondary Heads Association, is happy for local agreements to be made — even though it is in dispute, or about to be, in some areas.

The Government meanwhile is unwilling to be involved any more deeply. It has not yet said how any money for schemes will be provided in future years. It has infuriated teachers by taking this year's £40 million funding out of the cash originally set aside for improvements to their pay.

L.e.a. midday supervision arrangements

L.e.a.	Payment to head/deputy	Payment to teacher	Senior supervisor rate of pay	Scheme agreed
Barnet	Yes	Yes	£5 per session	No
Berkshire	No	Yes	£5 per session	No
Berkshire	No	Yes	£4.85 No meal	No
Bexley	No	Yes	Primary £5.25	No meal
Birmingham	No	No	Secondary £5.90	No
Bolton	Yes	Yes	£2.54 per hour	No
Bromley	No	Yes	£4.30 No meal	No
Buckinghamshire	No	Yes	£4.50	Yes
Bury	No	Yes	£3.84 per hour	No
Calderdale	No	Yes	£3.50	No
Cambridgeshire	No	Yes	£5.13	No
Cheshire	No	Yes	Primary £4	No
Cornwall	No	Yes	Secondary £5	No
Derbyshire	No	No	£4 per session	No
Dorset	Yes	Yes	£2.47 per hour	No
Dudley	Yes	Yes	£3 No meal	Yes
Dyfed	Yes	Yes	£4.28 No meal	No
Ealing	Yes	Yes	£5.50 No meal	No
East Sussex	Yes	Yes	£4.50	No
Gloucestershire	Yes	Yes	£5 No meal	No
Hampshire	Yes	Yes-£5.30	£4.24	No
Harrow and	No	Yes	£4 No meal	No
Worcester	No	Yes	£4-£5	No
Hillingdon	No	No	£4.02	No
Humbly Grove	No	No	£5.32 per hour	Yes
ILEA	No	No	£4 No meal	No
Kent	No	Yes	£4	No
Kingston	No	Yes	£3.75	No
Leicestershire	No	Yes	£3.50	No
Manchester	No	No	£2.88	No
Newcastle	No	No	£5 No meal	No
North Tyneside	Yes	Yes	£5 per session	Yes
North Yorkshire	No	Yes	£2.43	No
Northamptonshire	No	Yes	£5 No meal	No
Northumbria and	No	Yes	£5	No
Nottinghamshire	No	Yes	£2.88	No
Oldham	Yes	Yes	£5	No
Richmond	Yes	Yes	£3	Yes
Salford	Yes	Yes	£3.76 per hour	No
Staffordshire	Yes	Yes	£4.50	Yes
Sunderland	No	No	£3.30	No
Surrey	No	Yes	£4	No
Trafford	No	Yes	£4 per session	No
Walsall	Yes	Yes	£3.48	No
Walsley	Yes	Yes	£5.50 for principal teacher	Yes
Warwickshire	No	Yes	£4.50 per session	Yes
West Sussex	No	Yes-£4.50	£4.28 No meal	No
Wiltshire	No	Yes	£4	No
Wolverhampton	No	No	£4.50	No

Figures supplied by the National Association of Head Teachers.

Demand outstrips supply

It has become commonplace for pupils at some schools to miss lessons because there is no one to stand in for their usual teacher.

Children in secondary schools have missed maths, physics, English, art or craft, design and technology classes. Pupils with special needs have on occasion missed concentrated tuition and primary schools have sent children home to the annoyance of parents.

The no cover action by teacher unions, in which members have refused to stand in for absent colleagues, has undoubtedly made matters worse but several parts of the country report a shortage of supply staff to fill gaps anyway.

Matters are serious for maths and science in Sunderland, "desperate" in Knowsley, improving in Brent, where recruitment is slightly exceeding departures after a big publicity campaign.

Liverpool reports big difficulties. In Oxfordshire, the main problem is a generally stable situation in getting good experienced infant teachers whereas Salford's shortage is in the Secondary schools.

Sheffield is overspent already on its budget for supply staff and in Mid-Glamorgan, where all teachers on the permanent supply force (as distinct

from casual "day-raters") are offered the carrot of a Scale 2 post after two years, the supply budget has been cut by £100,000.

Heads and authorities are warning that other factors are also having an effect. Specialist supply staff, in those critical areas of maths and science for instance, are having to be used sometimes as almost permanent replacements for schools that have failed to recruit such staff — meaning that there is no one to step in for absences caused by illness, maternity leave, or increased in-service training.

Local authority arrangements for supply differ. A survey involving 70 of them conducted by the National Union of Teachers in 1983 indicated that only half of them had a central pool of supply teachers.

Most authorities allow heads to engage supply teachers (some are stricter than others on whether they must wait until after the "waiting period" printed elsewhere on the page.)

But the heads are getting increasingly fed up with ringing up a list of names at the back of their diaries to find that potential helpers have already been "snapped up", don't want to go into their particular school, or are simply unavailable at a few hours' notice.

Several supply teachers prefer just to be linked to one or a handful of schools where they knew the pupils and can build up a relationship.

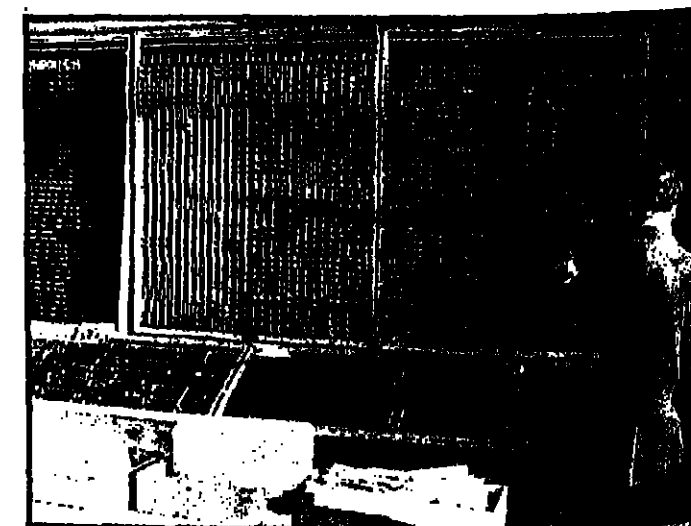
Solihull education authority tried offering retainers to get supply staff in some schools seen as "difficult" but failed to solve the problem. The Inner London Education Authority is asking teachers coming back into the profession full-time in September (after raising a family, for instance) whether they could help for the rest of the term.

Brent, which like ILEA, Knowsley and other authorities, has run national and local publicity drives, is considering relocation expenses and help with accommodation as inducement to teachers generally.

Oxfordshire is happy to use retired teachers where it can find no one else to step in, while Knowsley specifically prevents people who have taken an early pension from helping out.

The status of supply teachers is not always high, some heads report, because school staff often regard cover as "child-minding".

Yet teachers are divided as to what to do about the problem if it continues to exist when, and if, the Acas-inspired talks bring real peace to the schools. There was lively debate at the



Plotting the timetable... life can be difficult arranging cover for a headteacher

National Association of Head Teachers conference where Ken Brooker, of Bevington Junior and Mixed Infants School, in North London, said heads should not ask teachers to take extra children in classes when another teacher was absent.

"In future, if the authorities cannot provide cover, we will be quite within our rights to send children home so parents realise it is unfair."

Mr Peter Snape, general secretary of the Secondary Heads Association, has

run into trouble from his constituents by suggesting that people as teachers should step in to supervise classes.

He accepts that there will be a need for properly trained staff but argues stop-gap measures are not then drain them away.

But heads, who do not mind themselves or asking staff to do it, are opposed to that might "dilute" the air of professionalism and be an admission of defeat that schools could not afford the best.

Staff hostile to mainstream culture

by Barry Huggill

Many teachers are hostile to quality and excellence, have a contempt for grammar, a distaste for mainstream moral and cultural values, are often influenced by Marxism and are obsessed with their own pay and status.

So say 23 teachers, academics and educationists in a book published last week by the conservative Social Affairs Unit.

The timetable of many schools is now occupied by "barbaric subjects taught by unreliable methods" claim the authors — anti-racism education, peace studies, women's studies are cited as examples.

And many of the traditional subjects "display few of the disciplines traditionally associated with them. English may contain no spelling or grammar,

history may be an excuse for attacking British culture, a few words of convoluted national supermarket talk masquerade as French."

Dr Dennis O'Keefe, senior lecturer in the sociology of education at North London Polytechnic, the book's editor, says that many parents will be dismayed at the picture the authors paint of the school curriculum.

"Unfortunately the state school system does not permit them to register that dismay by choosing the many schools which still offer a sensible curriculum and spurning the schools currently imposing a wayward curriculum. Until they are given that choice, the wayward curriculum will persist," he writes.

Mr Geoffrey Partington, at one time

an education officer in London and now a university teacher in Australia, argues that left-wing teachers have conducted "a steady and successful campaign to subvert the teaching of history and to preach contempt and hatred for the central political and cultural traditions both of Britain and Western civilization".

A London headteacher, Mr Lawrence Norcross, warns that there is a grave danger that the study of classics will be driven entirely into the private sector.

Another Australian academic, Dr Alan Barcan, claims that English has become a "ragbag of social topics, a substitute sociology". Along with Ms Alanna Bolt, the head of modern

languages in an ILEA school, pleads for a more serious approach to the study of grammar.

Mr Geraint Lloyd-Evans, drama and humanities adviser to the "new educational" group, says "hostile to traditional scholarship, intellectual excellence and the authority".

Contributors include such prominent conservative writers as Dr O'Keefe, Professor Roger Scruton and Lady Cox.

The Wayward Curriculum: A Concern for Parents' Concern, edited by Dr O'Keefe. Published by the Social Affairs Unit, 2 Lord North Street, London SW1P 3LB. 19.95.



Lady in waiting . . .

Problems may surround lunchtime supervision in schools — but the Inner London Education Authority is anxious that children should still be able to receive their school meals, especially if at present they are entitled to free ones.

Lady Ewart-Biggs served dinners to children at Sir William Burroughs primary, Tower Hamlets, on Tuesday — the day after she spoke out in the House of Lords against moves to replace the free school meal entitlement with a family credit system.

Lady Ewart-Biggs, who visited the school with Ms Deirdre Wood, who chairs the ILEA's staff sub-committee, was told that more than a third of the children would lose their free meal entitlement under a controversial clause in the Government's social security Bill.

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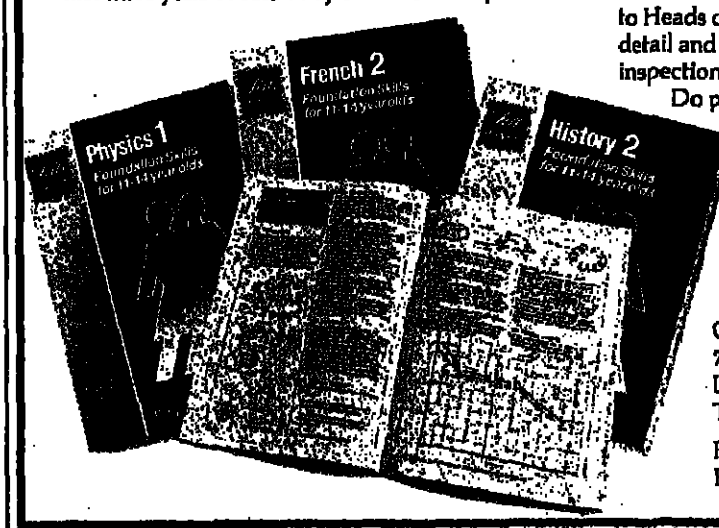
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OVERSEAS

Running their own show...

UNITED STATES

More money and more responsibility
—Bill Norris on one view of tomorrow's teacher

A revolution in the American classroom, with highly-paid and highly-qualified teachers responsible for running their own schools and no longer responsible to bureaucracy, is proposed in a new report by the influential Carnegie Corporation of New York.

The report *A Nation Prepared: Teachers for the 21st Century*, was prepared by a 14-member task force including the presidents of both major teaching unions. It recommends sweeping changes in the way teachers are trained, paid, and treated at work.

"The goal," says Mr David A. Hamburg, corporation president, "is to put teaching on a par with law, medicine and other fields where members of the profession take responsibility for setting and maintaining high standards."

To this end the task force suggests a pay scale ranging from \$35,500 (\$25,000) — \$72,000 (\$50,000). American teachers' pay currently averages \$23,500.

The task force also advocates a system under which teachers run their own schools and hire the administrators.

"We do not believe the educational system needs repairing," says the report. "We believe it must be rebuilt to match the drastic change needed in our economy if we are to prepare our children for productive lives in the 21st century. It is no exaggeration to suggest that America must now provide the many same quality of education presently reserved for the fortunate few. The cost of not doing so will be a

steady erosion in the American standard of living.

"But even if by some economic miracle this country could remain competitive without rebuilding our education system, we must do so for other compelling reasons: equal opportunity for all our children and preservation of an informed population capable of self-government — a citizenry with a shared sense of democracy and a vision of our potential as a nation."

"This task force rejects the view that America must choose between quality and equity in education policy. It cannot afford to do so. The country must have both."

"Though many people have vital roles to play," the report adds, "only the teachers can finally accomplish the agenda we have laid out. It will do little good to raise the standards of entry into the profession of teaching and greatly improve the professional preparation of teachers if nothing is done to make teaching a more attractive career."

"The conditions under which teachers work are increasingly intolerable to people who qualify for jobs in the upper tiers of the American workforce — the people who must now be attracted to teaching. Those people are, and tend to think of themselves as, professionals. Professional work is characterized by the assumption that the job of the professional is to bring special expertise and judgement to bear on the work at hand."

"Because their expertise and judgement is respected, and they alone are presumed to have it, professionals enjoy a high degree of autonomy in their work. They define the standards used to evaluate the quality of work done, they decide what standards are



William Bennett: encouraged

used to judge the qualifications of professionals in their field, and they have a major voice in deciding what programme of preparation is appropriate for professionals in their field.

"These conditions are rarely to be found in our schools. Teachers work in an environment suffused with bureaucracy. Rules made by others govern their behaviour at every turn. Perceptive researchers have told us for years that teachers are treated as if they have no expertise worth having, an endless array of policies succeed in constraining the exercise of the teacher's independent judgement on almost every matter of moment."

"The plain fact is that many good teachers we have are being driven out of teaching by these conditions, and it will be impossible to attract many new people of real ability to teaching until these conditions are radically altered."

In a nutshell, recruiting the most able college graduates to teaching will require the schools to offer pay and conditions of work that are competitive with those to be found in other places where professional work is done. That means fundamental change in both the schools and the profession of teaching."

In recommending the abolition of the undergraduate degree in education, the task force follows the lead of the recent Holmes Group report prepared by the education deans of leading American universities. But its proposals are more wide-ranging and given the wealth and influence of Carnegie, likely to have a greater effect.

A growing number of educators, business leaders and politicians across the country have begun to argue that, instead of majoring in education, new teachers to have five years of education liberal arts. California already requires teachers to have five years of education beyond high school, and Colorado recently abolished undergraduate degrees entirely.

The task force says: "Colleges and universities have failed to provide the education that schoolteachers need. Higher education leaders must seize the initiative and play their part in strengthening the schools."

They call on university presidents to "set a high priority for development of strong undergraduate programmes for all students, the development of post-graduate professional education for teaching, and close cooperation between the faculties responsible for education and the arts and sciences."

The cost of the reforms, which the task force suggests should be phased in over the next 10 years, are estimated at around \$47 billion. This would mean an annual increase in state and federal education spending of 2.6 per cent, though the report believes that most of this could be garnered through economic growth.

In one respect, the report differs radically from all the others which have dissected the corpse of American education over the past few years: the Carnegie Corporation is prepared to put its money where its mouth is. It has announced that it will finance the setting-up of one of the major recommendations in the report — a national board for professional teaching standards which will establish tougher certification requirements.

The new board will be independent of the federal government and will be controlled by an elected majority of board-certified teachers. As a first step, the corporation is appointing about two dozen people to establish the organization, and to develop teaching standards. A 14-month research grant of \$817,000 has been awarded to Stanford University to help with the project.

Altogether, Carnegie expects to spend up to \$4 million to bring the national board into being, and hopes to have it functioning by June 1987. Once operational, it will be financed by fees from those seeking certification. It will then become the first mechanism to give teachers, rather than state boards of education, primary responsibility for setting the standards of their profession and determining who meets them.

The board would establish four sets of criteria for joining the profession, each with varying pay levels. The top category would be "lead teachers" who have proven leadership abilities, and who would work all year for salaries of up to \$72,000. The task force recommends that a committee of such teachers should be placed in each school to guide and influence others, and to run the school with the authority to hire principals and other administrators.

Overall reaction to the report has been favourable. Mr William Bennett, Education Secretary, said in a statement that it "challenges the commonplace practice of American education."

"It holds the potential for much good," he added. "Increased parental choice, and teachers with a liberal arts education, paid on the basis of merit, and held to rigorous standards."

Mr Bennett was undoubtedly encouraged by the task force's avoidance of any suggestion that the federal government should bear responsibility for educational reform, and by the proposal that there should be a "market approach" to public education.

Under this policy, closely resembling the Reagan Administration's one voucher plan, students would be allowed to enrol in schools outside their own districts, forcing competition for the best children, and "lead teachers" would be allowed to move from school to school and sell their services on contract.

There were reservations, however, from Ms Mary Furell, president of the National Education Association and herself a member of the task force, who opposed the concept of "lead teachers" and the creation of a national certification board, preferring certification at state level. "I am troubled," she added, "that the report gives the impression that teachers are not doing their jobs."

Unlike most reports on American education, which create a brief sensation and then gather dust on the shelves, the Carnegie report seems destined to be taken seriously. State governors, who will have to find most of the money, have put the reform proposals at the top of the agenda for their annual conference in August. The American Federation of Teachers is to urge its members to support them at its convention in July.

But doubts are already being expressed by the National School Boards Association, nervous at the implications of teachers' power and much will depend on the way in which the 1.8 million member NEA finally decides to jump.

Material conditions have to develop in order for people to develop intellectually.

For the first time in Tigray's history, teachers are being formally trained. Agriculturalists learn how to teach peasants about basic veterinary care, the benefits of terracing hillsides, water conservation methods and reforestation. Women learn to plough at agricultural training centres where they also are taught about horticulture and raising poultry.

Only 10 years ago, it was taboo for a woman even to touch a plough, let alone own one. Ploughing was considered men's work and this helped them to dominate the household as well as economic matters beyond.

Women's education in Tigray is seen as a separate and important priority designed to build their confidence as leaders as well as provide them with new skills and literacy. The leading role that Tigrayan women are beginning to play within their society is but one example of the fundamental changes occurring in the province; the education programme is central to this process.

These developments have not been without difficulties. Schools are beset by shortages of basic equipment and paper. Each textbook is used in a system by many students and, despite the best efforts of the TPLF, there are too few trained teachers. There are also food shortages in the orphan schools — the war and the famine orphaned many.

For teachers and students in British who wish to help, school twinning is welcomed, as is support in the form of material such as spirit copiers and paper. ESL specialists are invited to help write a correspondence course in English for adults.

For further information please contact Dawn Gill, Association for Cultural Development, PO Box 30, London N16 8XD. Tel: 01-261-1311. Telex: 61101. Bank: London.

PM woos the Young ones

ISRAEL

Shalva Weil on Mrs Thatcher's enthusiasm for Jewish vocational training

Mrs Margaret Thatcher, warmly applauded throughout Israel on her whirlwind visit last week, was visibly delighted by her overwhelming reception at Jerusalem's ORT vocational school on the Hebrew University old campus in Givat Ram.

The British premier told her hosts: "I am impressed by the architecture and calibre of this building, but I am even more impressed by the spirit prevailing among the children who welcomed me."

Mrs Thatcher's visit to the ORT school was no coincidence. As she said, she first became interested in the international network of Jewish-backed vocational institutions when she was invited several years back to be a guest speaker at a fund-raising luncheon for the organization by Lord Young.

He then served as chairman of British ORT but has since become a key member of Mrs Thatcher's Cabinet as Secretary of State for Employment. It was no doubt due to his efforts that she agreed to devote time on two separate days of her busy three-day schedule to visit the ORT school of engineering in Jerusalem on May 25 and to lay the cornerstone of a new ORT school in Ashkelon the next day.

As union flags waved outside for the first time since 1948, the end of the 30-year British mandate over Palestine, Mrs Thatcher made a private tour of the school's laboratories. Here, electronics students are building the prototype for a voting system to be

used in the Knesset, the Israeli parliament. The system is based on a similar one being introduced at the Commons in Westminster.

Israel's education minister, Mr Yitzhak Navon, in welcoming Mrs Thatcher at Jerusalem ORT, outlined the major aim of his country's education "is not just teaching, but educating for value and social justice."

He referred to the project he has launched — with limited success — on co-existence and education for democracy. "In Israel, whose inhabitants come from 103 countries speaking 80 different languages, we have the problem of Jews and non-Jews, as well as Jews of different origins."

For all of them, he emphasized that scientific and technical education played an important role. "Sixty per cent of all Israeli students study in technical schools," he said.

Mrs Thatcher endorsed Mr Navon's ideas of democracy, which she defined as "the right to dissent while teaching positive values in schools." She also said that a broad scientific education was particularly important in an age when highly specialized technical jobs became too narrow and might suddenly become obsolete.

ORT in Israel offers 60,000 students

Girls still give science and technology a miss

WEST GERMANY

Paul Bendelow reports Bonn's attempts to increase the female presence in research

Too few West German girls opt for science and technology at school and work, the education and science minister, Dr Dorothee Wilms, has said.

She told a conference of women academics in Bonn that the "dramatic under-representation" of females in science and technology within higher education, research and industry showed that sex equality had not yet been achieved in the country.

Women now studying science or engineering in West Germany were in a similar position to agitators for female access to higher education at the turn of the century, Dr Wilms said.

She called for more attention to be devoted to their problem and expectations. The message within faculties and schools, Dr Wilms said, must be that "maths, science and technology are not the monopoly of boys."

Earlier this year, the Bonn ministry published a 16-page document aimed at dispelling generally-held prejudices in education and industry about girls' suitability for science and technology careers.

Dr Wilms cited numerous pilot projects which have shown that given the chance, girls perform just as well as boys in these subjects. She sees school competitions as an effective instrument for demonstrating girls' ability and helping to change the climate of opinion.

However, girls presently make up less than 10 per cent of the participants in national competitions such as "Youth Research" and the "Federal Mathematics Competition" and only 5 per cent of the winners, whereas they are over-represented in humanities competitions.

A colloquium of science and technology experts held in Bonn during April discussed changes in the form,

content and publishing of competitions to encourage girls to take part, as well as greater emphasis on in-service teachers' courses on the importance of attracting more girls into science and technology.

Girls' reticence towards the new technologies was highlighted by a recent survey by Dortmund's Institute for school development research which found that 70 per cent of the girls questioned used computers for only one or two hours a week, whereas 11 per cent of boys spent more than 10 hours at computer work or games. It is estimated that twice as many boys as girls take up computer options in secondary schools.

In vocational training, the Bonn ministry has collaborated with the federal employment office on courses designed to familiarize school leavers with the role of the new technologies in the administrative, commercial and service sectors. Three-quarters of those attending such courses last year were girls.

But women account for 30 per cent of faculty members in higher education but make up only 1.2 per cent of staff in engineering departments and less than 10 per cent of engineering graduates. Dr Wilms has warned that women are in danger of becoming further disadvantaged, as the importance of science and technology in industry and society continues to grow.

Security alert for bombers

SRI LANKA

National school security rules have been finalized at a meeting presided over by Sri Lanka's education minister, Mr Ranil Wickremesinghe, following three recent bomb explosions in and near the capital, Colombo.

In the first, an Air Lanka Tristar was destroyed at Katunayake airport, in another a part of the central telephone exchange was blown up, and in a third a bomb went off in a city police station.

The total death toll exceeded 30 and more than 100 were injured. The government blames Tamil militants,

who want a separate state, for the incidents.

The education ministry has opted for a total ban on outsiders entering schools except in emergencies.

Nobody will be allowed to carry bags or parcels into school, and students will only be permitted to bring in their books and lunch packs. Gates will be closed at 7am sharp when the school day starts.

D B Uddegama

OVERSEAS

the possibility of choosing from 65 different skills in 105 vocational schools.

Its international network, which operates as far afield as India and the United States, caters for 200,000 pupils worldwide. The director-general of the organization acclaimed Mrs Thatcher's visit as "an historical moment and a tribute to technological education."

The following day, Mrs Thatcher spent most of her time touring educational institutions in Israel, which are close to her heart. Together with Prime Minister Shimon Peres, she visited Ben Gurion University in Beer-sheva and the Jacob Blaustein Institute for Desert Research, where drip irrigation techniques have been developed.

In Ashkelon, the town adopted by British Jewry through a large urban rehabilitation programme known as Project Renewal, Mrs Thatcher visited a community centre as well as laying the cornerstone of the new comprehensive ORT school. Here she praised the efforts of "the marvellous British Jewish community," who had contributed so much to the town.

She then toured the Weizmann Institute of Science at Rehovot, where a chair in chemistry was established in her name last year. Clearly impressed by her visit, Mrs Thatcher paid tribute to Chaim Weizmann, Israel's first president, who was instrumental in British military and diplomatic circles and "personified the close personal, historical and scientific links between England and Israel."



Rose of Sharon: Mrs Thatcher garlanded in Tel Aviv

Language of private sector

The British Council is proposing to play a greater part in promoting private English language teaching firms.

The review of the council's English language and literature work, just completed, suggests it should maintain direct teaching of English in the present existing 58 centres, but no new offices should be opened without ensuring that the council is not undermining private British language institutions.

The direct teaching operations of the British Council generate £22 million a year, of which about £1 million is profit. Financial constraints on the council have meant revenue from direct English teaching has been used to maintain other activities.

The report says the council should keep in mind that the main aim of direct teaching is to increase the knowledge of English in other countries, and is not only for earning revenue.

The review is keen to ensure that accusations levelled at the British Council that it has used its position to

gain teaching contracts are not repeated. The council, it says, is not seeking any major English language contract. But the report does admit that during the period of expansion in English language teaching in the 1970s and early 1980s there was genuine conflict with the private sector.

At that time, the council was accused of using its "inside track" to gain "lucrative opportunities for paid work", leaving only the crumbs to others in the field.

The greatest success of that era was a 10-year contract for the English language centre at the King Abdul Aziz University in Jeddah, Saudi Arabia.

The review promises that such ventures will not be repeated. It proposes extra resources should be put into teaching to increase the knowledge of English in other countries, and is not only for earning revenue.

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gain teaching contracts are not repeated. The council, it says, is not seeking any major English language contract. But the report does admit that during the period of expansion in English language teaching in the 1970s and early 1980s there was genuine conflict with the private sector.

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Geraldine Hackett

Right lands coup de grâce on socialist curriculum

BELGIUM

Belgium's revised system of education, introduced in the 1970s to give secondary school students more flexibility in their choice of subjects, is to be abolished. Although the announcement has coincided with the Government's budget cuts, which will severely hit education, the minister has insisted its end has come for ideological, rather than economic, reasons.

In an interview for *Le Soir*, André Daelemaux, the minister for French sector national education, claimed that the revised system had made "every progress at the slowest speed possible — the strongest as well as the least clever."

He said it was a mistake to believe that "democratization of education would be achieved by the awarding of diplomas for the least effort", which "results in training that leads nowhere".

The revised system, a socialist measure introduced 15 years ago and compulsory in state schools since 1978, has been widely popular with teachers, educationalists and parents.

It divides secondary schooling into three stages — observation, orientation and specialization. After taking a common syllabus, students later follow general (the most academic), technic-

al, vocational or artistic studies, on the basis of teachers' observations and their own preferences and abilities. The revised system replaced the traditional, two-tier approach in which children had to choose their specialization by the age of 12.

Job cuts will run into thousands under government economies, which will slash expenditure on schools by 10 per cent — some £300 million. Meanwhile, in response to the cuts, teachers — together with other public service workers — have been continuing a series of protest strikes and other actions, mainly in the French-speaking parts of Belgium.

Last week, secondary schools were most affected as striking teachers organized occupations, petitions and demonstrations.

The head of the Catholic Teachers' Association, Mgr Alfred Daelemaux, criticized the government's measures as "catastrophic for teaching, particularly for the revised system" which was "of profound social benefit, founded on Christian values, which it is wrong to destroy."

Jane Marshall

Famine fails to stop revolution in classroom

Dawn Gill, an advisory teacher at ILEA's centre for anti-racist education and co-editor of *Contemporary Issues in Geography* who has spent five weeks in Tigray, reports on educational development

ETHIOPIA

Before the TPLF gained control of Tigray and began its literacy programme, there were only three secondary schools for a population of more than five million. Now parents and grandparents are taught to read for the first time alongside the children by priests, fighters, students, and others who managed to receive an education under the previous regime.

The success of the education programme testifies to the teachers' commitment to the revolution, which is based on a programme of land redistribution designed to dismantle feudalism and male domination of society. Everyone but feudal landlords and more recently the Derg sees the benefit of using Tigrayan land to feed the people instead of producing cash crops for export.

All adults have been given land: women became economically independent overnight. The education system by necessity is rural-based, linked to agricultural reform, political education, and the building of a socialist society.



Marta School: Political education for women

department has developed a unique curriculum which takes as its starting point the needs of the people. Textbooks have been produced from hand-written stenils.

An education committee member, Gebre Kidanu, explained: "We need to be very critical of the models of education which we have inherited from hierarchically-organized societies."

Summing up the TPLF's attitude towards education and development, Mebrat, the organizer of the women fighters' association, said: "Development is material and psychological."

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LETTERS

Dismissal of data will not help ILEA under-achievers

Sir - William Stubbs and Peter Mortimore, education officer and assistant education officer of the ILEA, are critical of our report on examination results in ILEA schools, published by the National Council for Educational Standards (TES, May 16).

But it must be noted that they have not challenged a single figure given in the NCES report. Nor have they contested our finding that the average performance of the ILEA's 16-year-old pupils, despite average test scores at the age of 11, is substantially below that of pupils at secondary modern schools both for O level passes and for the C level and CSE points (O/C points) scale designed by the ILEA for comparison of examination results.

It is claimed that our results are out of date. It is true that the NCES report on the ILEA forms part of two detailed NCES national surveys for 1981 and 1982. Our data show an average ILEA performance score of 15.8 O/C points per pupil for 1981 and 15.9 for 1982. But these figures are entirely compatible with the ILEA's own published figures of 15.6 for both 1983 and 1984 and as we report, still about 30 per cent below the national average of 22.5 for all state schools.

We are also criticized for not taking

account of the 1984 DES study, *Bulletin 13/84*. This, unlike the NCES report, made no allowances for the attainment of pupils at the age of 11 - possibly the most important factor in their achievement at 16. In addition, it was based on only a 10 per cent sample of pupils, whereas the NCES work used the results for all pupils, and it used data for nearly the same years as NCES (1981/83). And *Bulletin 13/84* was not ignored by NCES but was discussed and criticized in detail in our *Standards in English Schools - Second Report* published in July 1985.

Since then, we have had extended discussions with the DES statisticians about *Bulletin 13/84* and they agree that our regression analyses, using social class data supplied by the DES, give results which are very similar to theirs. In particular, the DES and the NCES regression equations predict considerably better O level examination results for ILEA's with a selective system of secondary modern and grammar schools than for ILEA's with comprehensive schools. These regression equations which allow for social class in exactly similar ways and are valid for conditions in which all the other independent variables, including the social class variables, are held constant.

It is also interesting to note that DES *Bulletin 13/84* predicts that the proportion of ILEA pupils with five or more O levels would be 25 per cent higher if the ILEA had selective secondary modern and grammar schools rather than comprehensive schools. This also endorses our national findings that a selective system achieves better examination results than a comprehensive system.

The NCES research shows that examination results are much better at voluntary church schools than at county schools wholly maintained by the ILEA.

Again using the ILEA's own performance scores, the church school results are about 20 per cent better for top ability pupils, about 35 per cent better for average pupils and nearly 50 per cent better for below average pupils.

These better results for voluntary church schools are confirmed by the ILEA's own recent study *Looking at School Performance*. Unfortunately, this study uses as a proxy for social class, the proportion of pupils having free school meals - an indicator so crude that it would have been laughed out of court if we had done this. Even worse, this study only gives adjusted examination results for each school and not the actual results obtained by pupils.

In all our work, we have stressed the importance of giving both the original unadjusted results and adjusted results together with details of how any adjustments have been calculated. The public can then see how big the adjustments are and the basis on which they are made. It was the lack of such information which primarily led us to criticize the work by the National Children's Bureau mentioned by William Stubbs and John Mortimore.

In our view, such information is the *sine qua non* of any responsible presentation of research to the public. After all it is the *unadjusted* examination results which pupils take with them into their future careers and the work of work.

In conclusion, we take great exception to the implication in the Stubbs/Mortimore critique that our research is not to be taken seriously. Such crude dismissal of our data will do nothing to help those children in the ILEA who are currently under-achieving and who should be the primary focus of our collective concern.

THE BARONESS COX JOHN MARKS
Honorary Co-Directors
NCES Examination Results Research Project
3 Amellian House
Sloagh Lane
Kingsbury
London NW9

Creole points

Sir - I am writing to you in connection with Barry Hugill's report (TES, May 23) on a conference held in Haringey on Creole and education.

The article, apart from quoting people completely out of context, was also substantially wrong on a number of points:

- 1 No campaign has yet been launched to gain recognition for Creole as a legitimate subject for study. The aim of the conference was in fact quite narrow - namely, to give parents a chance to voice their opinion to the suggestion that the linguistic needs of Caribbean children should be recognized within schools.
- 2 A campaign will be launched however, but the nature of the campaign will

be for members of the Caribbean community in Haringey to decide and, while parents were obviously and quite rightly concerned that their children should acquire linguistic skills in standard English, there was also an attempt to maintain their linguistic cultural heritage (that is, Creole or Patwa).

PAUL HIBBERT
Community Relations Officer -
Education
Haringey Community Relations Council

Barry Hugill writes: At the end of the conference, people interested in a campaign for Creole in schools were asked to give their names to Paul Hibbert.

Integrating maths

Sir - Raising the standard of mathematics teaching is indeed a problem, as David Lea pointed out in "New maths horizon" (TES, May 16).

This department is currently running its annual full-time five-week course for mathematics co-ordinators in primary schools. An important role of mathematics co-ordinators is to influence classroom approaches to the teaching of mathematics and help colleagues who lack mathematical confidence. They are familiar with a school's mathematics scheme and can use it as a starting point for discussion and advice.

They also offer an on-going example of mathematics teaching which really provides the practical work suggested by schemes (but which is all too frequently ignored), which demonstrates how to go about practical work, which provides a broad interpretation of mathematical experiences and which seeks to integrate children's mathematical and other daily experiences.

Nobody expects changes overnight: an understanding of why teaching approaches should change and the confidence to adapt well-established methods can only be developed within teachers and not imposed upon them.

If they are to help all teachers to understand how best to facilitate children's learning of mathematics the co-ordinators need the support and encouragement of headteachers. Discussions with visiting headteachers, deputy heads, advisory teachers and mathematics advisers have invariably confirmed this.

It is surprising that Mr Lea, though obviously interested in why improvements are so slow to permeate schools, seems to suggest that the only help for staff must lie outside the school. Good mathematics co-ordinators on a teaching staff hold a key to steady progress in developing better teaching approaches to mathematics but headteachers must support them.

G M ARAH
Education Department
Liverpool Polytechnic

Practice difficult

Sir - The article on co-ordinating mathematics in the primary school (TES May 9) spelled out a basis for sound primary school practice in mathematics. Two factors, crucial to the actual practice of co-ordinating mathematics, were almost totally neglected:

- That sound practice of this calibre may not yet have been achieved, though the direction towards which schools should be working is clear; and
- That co-ordinators whose task is to facilitate its achievement, need to be aware of the aspects of practice given and the means to their achievement.

The NFER research project "The role of the mathematics co-ordinator

in primary and middle schools" is examining current practice in schools and the training and support which is provided for co-ordination of mathematics. The study also includes consideration of mathematics co-ordination in the many schools in which there is no post available for such an appointment.

Co-ordinating mathematics does not happen simply with the appointment of a co-ordinator, nor with a defined purpose, a set of aims or a list of duties. These are the pre-requisites. The starting point for co-ordinating mathematics must be the school situation, the teacher's stage of development and the co-ordinator's level of professional and management development.

Schools are, at present, being overwhelmed with theoretical notions and practical ideas from curriculum de-



velopers and commercial enterprises. The schools have to be able to make judgements and take decisions on what is offered. As a headteacher recently stressed to me "We know what we should be doing, what we need to do, how to be able to do it within the constraints of our working situation".

Many teachers required support in their classrooms even to begin to be able to achieve the level of practice which Mr Skilling defines. To what extent can the mathematics co-ordinator provide the necessary support? Are the mathematics co-ordinators really co-ordinating mathematics in primary schools and to what extent are they being enabled to do so?

The difficulty, as is so often the case in education, is in putting the theory into practice.

MARION STOW
Research Officer
National Foundation for Educational Research
The Maze
Upton Park
Slough
Berkshire

Put down

Sir - Brian Cox must be playing the innocent in wondering why university students don't complain about poor teaching (TES, May 16). May be not sufficiently in command of their subject to know when they are being mis-taught; some will fear that complaint could mark them out for future retribution; a few who have tried to pursue their grievance will know how the Establishment closes ranks on such occasions.

When I, as a postgraduate at Manchester, complained about woefully inadequate supervision, I was slapped

down with the reproach that the person in question was "one of our best teachers and supervisors". Professor Cox was abroad at the time, but I take leave to doubt whether his presence would have made any difference.

PAUL DEAN
57 Deane Avenue
Cheetham
Cheshire

Well aware

Sir - I agree with Brian Cox who suggests that students are surprisingly passive to poor tuition, our schools teach us that! But to imply that



Baroness Cox Lord Renton

Political slur

Sir - The TES of May 23 carried a report concerning the amendments to the Education Bill moved in the House of Lords by Baroness Cox and Lord Renton to the effect that the partisan political views should be hidden in primary and secondary schools, the former being "against Government advice".

Presumably the Government, for its presumed desire to portray teachers in the least advantageous of light, knows that the amendments are not much mistaken as totally unnecessary.

Certainly it is to believe the words of its own independent inspectors, which has reported again and again that there is no evidence to support allegations of political indoctrination in schools, and rather that teachers have controversial issues with professional integrity, the Government will know that the Cox and Renton amendments are not only irrelevant, but also an unjustified and untimely slur on the professionalism of i.e.a. officers, governing bodies, heads and teachers.

Lady Cox seemingly has scant respect for objective argument based on solid evidence properly interpreted.

As in her attacks on Education for Peace, she supports her demand for this new amendment by setting up a totally unrepresentative and inaccurate model of political education in schools.

I have spent the past few months doing research into how controversial issues are dealt with in schools, and in the course of that time I have contacted and visited many i.e.a.s, governors, teachers, and secondary and primary schools. I have never found any evidence at all that political indoctrination is being attempted. Indeed, I have found that political education is a well known primary school activity.

I have seen a number of teachers of six-year-olds, when asked what was the purpose of the school, election - the school was to be used as a polling station, replied that they were making sure that Mrs Thatcher stayed as Prime Minister.

The picture that I have observed is quite the reverse; where political education is being attempted it is the kind of education for which Sir Keith Joseph called when he told the National Council of Women that "it is the job of the teacher to instill in children and young people to serious matters a serious and responsible way".

I refer not only to printing errors, but more worryingly to fundamental grammatical errors such as wrong genders, wrong genders, misspellings, and so on. All of which have now been "approved for 1988".

As a graduate of the University of London, I am ashamed to see them doing their name to the "final approved version". Whatever were the previous attempts like?

I have selected the following examples for the sake of variety: Tschia

students must be woken-up to what they are missing is not quite true. Mr students are wide awake to what they are missing.

If universities genuinely want feedback from students on the standards of teaching they would shape it.

RICHARD SHEPHERDSON
68 Cade Road
Norwich
Norfolk

Letters should be as brief as possible and typed on one side of the paper. The Editor reserves the right to cut or edit letters where necessary.

LETTERS

Taking a stand against child abuse

Sir - Our deputy headteacher attended the NAPCE seminar on child abuse at the end of February. She found it a most valuable experience and gained a great deal from listening to and talking with the many experts who contributed their views on various aspects of child abuse. We look forward with great interest to the publication of the NAPCE inspired/DES funded research findings, whenever that might be.

Meanwhile, the multi-disciplinary group in Liverpool will continue to tackle the problem of child abuse in any way it can. This group, which consists of representatives from the major professional and voluntary agencies concerned with the problem of child abuse was formed in early 1985. Two principal areas of concern were identified.

- 1 Its prevention.
- 2 The role of the school in the former is primarily one of prompt referral to agencies with greater expertise, but

there are practical implications for schools in terms of interview techniques with pupils who disclose abuse staff training on identification of abused children and the establishment of close links with local educational welfare and social services.

The school, however, comes into its own in the area of prevention. In the Croxteth Community School we feel that it is simply not sufficient to have introduced a child abuse prevention programme as part of the personal safety element in course. Education for responsible parenthood classes run from years 1-3 and are compulsory for boys and girls. We hope, next year, to extend this into the upper school.

As a community school we see ourselves as a resource for the whole community and as part of our adult education programme we will offer parentcraft classes/discussion groups from September. We recognize that stress caused by coping with unemployment, drug abuse, financial diffi-

culties, the constant demands of the under fives on time and energy can trigger child abuse, so we try to provide support by offering, in addition to our more conventional adult education classes, welfare counselling, drugs education and counselling for adults, free creche facilities for pre-school children and babies and a full time parent support coordinator.

There are two points raised in Peter Maher's letter with which we would wholeheartedly agree:

- 1 While sexual abuse is an issue of particular concern at the moment, it is important to deal with physical and emotional abuse in a prevention course.
- 2 Thorough preparation is an essential prerequisite for tackling this delicate area. As a starting point we recommend:

- a) reading the work of Michele Elliot at Kildscape. Her ideas have had a major influence on the Croxteth programme.
- b) setting up a multi-disciplinary meet-

ing with all the external agencies which have regular contact with your school to discuss child abuse.

c) inviting your i.e.a. to outline its policy on child abuse prevention. We would like to express our gratitude to W A H Blair, the head-teacher of Croxteth for his interest and support in this important area of curriculum development.

K GEE
B JACKSON
G S MCKEAN
I EVANS
I WATKINS
D PARRY
K YATES
C YOUNG
F ARMSTRONG
P BRECKMAN
W STIMSTREET
V SHUTT

Croxteth Community Comprehensive
Stonbridge Lane
Liverpool

More confidence

Sir - With reference to your article (TES, April 25) concerning the "Kildscape" child abuse prevention programme running at this school, I would like to include one most important point.

Although the workshops do encourage children to disclose traumatic and abusive experiences, the sessions themselves are great fun, and feedback shows that children derive considerable pleasure, as well as confidence from them.

As the response to the school, as well as "Kildscape" has been immense, I would also suggest that anyone interested in receiving further information, or ordering the kildscape kit should write for details, rather than telephone.

The address is: Kildscape, 82 Brook Street, London, W1.

LINDA FROST
Headteacher
Montem Junior School
Hornsey Road
Holloway
London N7

Flight paths

Sir - Correll Barnett (Letters, TES May 9) has opened up an important debate on Britain's industrial performance and our education system. But the argument is not as simple as he asserts, and in taking me to task for daring to suggest as much, he does nothing to help his case.

His contention that the German aircraft industry outperformed ours in the last war is not borne out by the evidence. The Messerschmitt 109 was certainly quicker to build than the Spitfire, but design faults allowed the Spitfire to outgun it. The Messerschmitt 110 failed to do the job it was designed for - protecting the German bomber fleets from British fighters.

The Messerschmitt 210 (which your other correspondent, Mr Marshall, omits to mention) "was scrapped in 1942 because it consistently failed to match the necessary technical performance". Yet in 1942 two superb aircraft entered squadron service in the RAF - the Avro Lancaster and the De Havilland Mosquito.

The fact is that Germany failed to maintain her early lead in aircraft



production. And, contrary to the impression given by Correll Barnett, "The American and British Intelligence officers who surveyed German industry at the end of the war found the aircraft industry riddled with old-fashioned practices, well behind not only standard American factory practices but even those in British factories" (this, and my other quotation, comes from R J Overy's scholarly book *Goering, The Iron Man*: Routledge 1984).

I would certainly not claim that the decisions of British politicians and managers always demonstrated "sound judgement"; but those of the Germans seem to be much worse. The implications of all this for education would appear to be less straightforward than Mr Barnett's book, and letters, suggest.

MAURICE HOLT
Clyst William House
Plymouth
Callington
Devon

Advertising ban

Sir - Having banned all publications of Times Newspapers from its libraries the Doncaster i.e.a. has now banned advertisements for teaching vacancies in *The TES*.

The result is that I am unable to advertise effectively a Scale 1 permanent chemistry post for September 1986. If my governors are unable to make an appointment the pupils will suffer through the action of the Doncaster Council.

L STONE
Head
The Grammar School
St Nicholas Road
Thorne
Doncaster

Doubt raised

Sir - You reported on May 16 that Mr Geoffrey Fatts had joined those claiming that our schools are failing us. Does he - it is an unworthy doubt in my mind, but I must ask the question - does he include schools in the private sector?

FRED JAMES
Havasu House
Kingsbury Episcopi
Somerset

Industry apathy

Sir - For a considerable period of time, industry and government have complained that schools are failing to produce young people who are employable, that is, who possess the skills that industry needs. Schools have been said to be apathetic to industry's needs, and school/industry links are seen as needing to be strengthened.

Among the many other activities planned for Industry Year and designed to strengthen school/industry

links, Lancashire Education Authority recently organized a day conference at Edge Hill College of Higher Education for industrialists on the new GCSE examinations. Of the 150 industrialists invited, only 18 attended, almost half of whom were from one firm. Where does the apathy lie? In the eye of the beholder?

A TORKINGTON
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TALKBACK

Inspecting the HMIs

MICHAEL CARDING

My headmaster caught me in the corridor: "A word with you please, Mike". I followed him into his office expectantly. He was suffering from a heavy cold as well as the shock of a new term, but even this did not explain the pale complexion, trembling hands and faltering speech.

"I've just had our HMI in", he said. "We are to have a full inspection in March". We had only seen our HMI twice in the four years since I had been at the school, but now he was apparently going to lead a team of 19 who would occupy the school for a whole week.

There was much to do in preparation as we were bombarded with requests for information, statistics, analysis and policy documents from the inspectors. We were told that most teachers are likely to go through their whole career without being part of a full inspection.

but this hardly made us feel privileged. The leading inspector offered to visit the school and talk to the whole staff about a month before the inspection and it was an offer we couldn't refuse, despite industrial action. He advised us to adopt a "positive attitude" to the event and to make the most of this unique opportunity. It was at this moment that I devised my plan.

I was scheduled to be looking at "computer analysis of questionnaires" at about that time and the study always finished with the fourth-year pupils designing a questionnaire of their own. I usually tried to find an interesting or topical context for this exercise, so this year I decided it should be the inspection. We would do a survey on the way in which HMI spend their time when visiting a school.

Apart from anything else, this idea appealed to me because of the current debate about appraisal. Amid all the argument one clear and valid question is always posed: "Who appraises the appraisers?"

The big week arrived and, as luck would have it, the leading inspector chose to sit in on my first lesson with the fourth-year computer studies group. I introduced the topic and distributed copies of the 1981 census

form to stimulate discussion. We decided on some guidelines - some "aims and objectives" - and then they were given the task to complete for homework. Whether it was the presence of HMI or that they were genuinely intrigued with the project, I can't say, but there were no defaulters. At the beginning of the next lesson we photocopied each of their efforts and they split into groups to decide which questionnaire was best. Neil, the winning designer, allowed us all to suggest further improvements before the final version was taken to the school office for typing and duplication.

The survey, which involved questioning pupils about the HMIs' visit, was carried out in the week following the inspection and several further lessons were spent collating the results, analysing, interpreting and displaying them. There are 1,000 pupils in the school and the sample size was 360. (An example of forward planning to make pie charts easier to draw!)

The first question asked: "How many times was your class visited by an inspector during the week?" The answers revealed an average of nearly five, suggesting that the top priority for HMI is to watch classroom performance. During the talk a month earlier

we had been warned to expect this but the intensity of this aspect of the inspection took us a little by surprise. A calculation based on non-contact time suggests that staff could expect between three and four visits during their 20-period week. Some, of course, had considerably more! Only three children answered that they had not been visited at all.

The second question dealt with HMI looking at written work. "Just once during the week" was easily the most common answer, although over 25 per cent of pupils had not had their work examined at all. About four pupils from each year were asked to hand in all their books and files and the complete team of inspectors spent one of their evenings making an in-depth study of this sample.

The other major question concerned HMI talking to pupils. There had been no secrecy that this was one of their most valued methods, and our survey confirmed this. Most children reported that they had been spoken to, sometimes on several different occasions. Our sample suggested that there had been over 1,000 conversations between HMI and pupils, although no distinction was made between a casual question and an in-depth discussion.

Unsurprisingly, most children they had spoken to the inspectors in the classroom. But some had conversations in the playground, dining hall, the toilets and even a local psychiatric hospital (the mums on work experience).

The final question asked whether they had noticed any differences in teacher attitude, teacher response and school appearance prior to the visit.

We had certainly spread a school a fair bit in the previous week but "school appearance" was quoted by 40 per cent of the sample. On the other hand, a change in "teacher attitude" was recorded by over 90 per cent of pupils. This meant that even if the staff thought they could fool the HMI, they couldn't fool the kids.

I have been able to send my report to HMI just seven weeks after the event. Now, of course, we have many months for their report on school.

Michael Carding is deputy headteacher at Bishop Hilda's High School, Malpas, in Cheshire from September.

approach. Also, the career was generally not used to be potential.

Teacher-meetings, vital to CPVE, integrated team approach, was badly affected by the salaries. A course that timetable teacher-meetings for Friday 2:00pm was very well organized, successful. It was argued that central feature of CPVE should be planned for during the teaching.

Individual meetings between student and tutor are also central to CPVE. All tutors recognized value, as did most students, that they felt more "adult" in these meetings, important for development purpose, should also be tabled and not just fitted in after school.

Meetings such as this are a tool for completing the CPVE profile. Many students thought files and their accompanying work (including diaries, notes, sheets) were unnecessary, recognizing their obvious value. Work needs to be done to ensure them of this and to find the profile: long enough to be interesting and brief enough to be useful. Students still tend to value the work they get on a profile rather than remark with it and employees have the same attitude.

Few figures are yet available, destinations of CPVE students. Pilot courses of 1984-85 suggested 10 per cent of CPVE holders found work, with a large proportion starting work they had worked experience. The perception was invariably seen by employers and students as the most valuable of CPVE. Many students had organized their own placements, were thrown onto their own resources in a way which made them mature and realistic.

Most students felt that CPVE prepared them for FE, and others recognized CPVE is very valuable for all the routes a person may pursue, but it seems to be more preparation for YTS or work.

During the pilot year, 40 per cent of students left before it was over. Although many went on to YTS, this still suggests a disorientation with CPVE. One reason suggested was that the sixth form was not a stage for pre-vocational courses, and students expecting more vocational relevant education.

As the TVEI becomes more established, pre-vocational education move further down the age range. Long term future of CPVE is in doubt. However, most teachers and students were enthusiastic about CPVE, although many teaching points still exist. The traditional needs of both teachers and students need to be dramatically changed. CPVE is to succeed, but the first would suggest that, despite its CPVE can work.

Gary Storer is a trainee careers officer at Hartfordshire College of Education, Swansley.

School rolls

LIZ YOUNGS

It is two decades since my school satchel became redundant. But that's not to say that I haven't been inside a school since then. With three children, all at different schools, I've lost count of the number of school events I've attended. Parents' evening, open day, school play, sports day, harvest thanksgiving, carol concert, spring fair, summer fair, autumn fair, jumble sale, car boot sale, race night, barbecue, barn dance and disco. You name it, I've been to it. Every year. In triplicate. But in spite of that there was something at school I had missed. I discovered it recently when I began helping voluntarily in my daughter's comprehensive school library. The local

I was immediately transported back to those pre-computer school days of mine, when there were no cafeteria dinners, no metalwork for girls, no ski trips and no *Grange Hill*. It was the loo paper that did it. That same scratchy, shiny, crinkly variety that I was subjected to when I was at school.

I saw in a flash (or should it be flush?) why my daughter rushes home every afternoon, and hurrying through



the front-door at a speed Zola Budd would be proud of, disappears into the loo. I know she's not alone in this behaviour. It's a known fact that schoolchildren are less able to concentrate on work in the afternoons. It's my bet they're concentrating all right - on last night's till they get home.

Some pupils have overcome the problem, as I discovered one day during a library lesson. On being given permission to "be excused", a girl delved into her school bag. After rummaging around among her gloves and umbrella, her PE kit, sandwich box, textbooks, exercise books, hairbrush, maths set and art shirt she surfaced triumphant and set off down the corridor carrying a pink, baby-soft toilet roll.

Such soft tissue loo rolls are what the children of today are used to at home. Maybe parents of rising-fives should introduce their offspring, not only to

lower-case letters and the correct way to tie laces, but also "traditional" loo paper. Children on their first day at school would not then be bewildered by the presence of what looks like tracing paper in the loo.

Recently, the term "special school" has taken on new meaning for me. I have discovered that compared to the schools my other two children attend my son's special school is very special indeed. The pupils there enjoy the luxury of soft loo paper.

Things have progressed since the Vikings used heather, but I'm not sure that school loo paper is much improved on the ropes of the Romans or the old habits of medieval monks. As I said before, it is two decades since my school satchel became redundant. Maybe it's time for the loo roll of that era to be made redundant too.

Liz Youngs lives on Merseyside.

First year report

GARY STORER

Because there is no curriculum as such for the Certificate of Pre-vocational Education, the content and quality varies dramatically from school to school. Research I carried out in four very different authorities - East Sussex, Kent, the London Borough of Croydon, and Kirklees, West Yorkshire - reveals just how varied courses can be.

The "project-based" integrated style of CPVE was attempted with varied success. One school made no distinction on its timetable between core and vocational studies, integrating the two completely. At the other extreme, another offered nine core periods a week and only five vocational periods. This meant that students were still having to do English, maths and science lessons instead of recognizably vocational work.

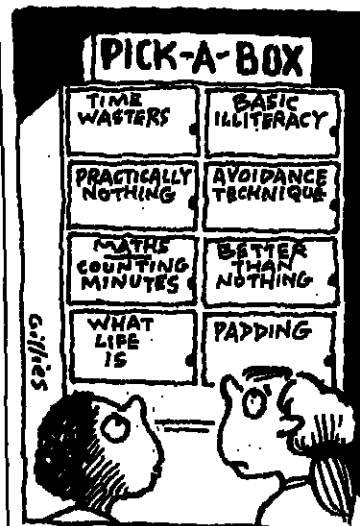
Many could not see the "relevance" of their work and in the first term a third of them left the course. The students both say and show that they value CPVE most when it is clearly relevant and not divided into seemingly irrelevant "subjects".

Most CPVE students are those for whom traditional education has failed. Stories of students with six O levels or one studying A level art as well as CPVE are an exception. The rule seems to be young people with CSEs at grade 3, 4 or 5 or often without qualifications at all. Reasons for this are the opportunity that CPVE offers to resit exams and a tradition of seeing pre-vocational courses as dumping grounds for low-achievers or disruptive pupils.

The content of CPVE courses is often very imaginative and stimulating. One offered beer-making in its production module, covering areas such as cooking, hygiene and manufacturing processes. Another had its distribution students in charge of the school tuckshop, working on advertising, accounts and stock-buying. One group developed a mobile chair for disabled pupils at a local special school. Such projects excited and motivated students who covered many of the core areas in more recognizably relevant ways.

Most teachers were enthusiastic about CPVE, recognizing its importance for those whom school failed. A minority were cynical about it, one referring to the projects as "mock-up games". Most agreed with Pavet and Everest (see TVEI, May 2) that the Joint Board's criteria were vague and difficult to turn into practice. Teachers still wanted a curriculum to follow and need a lot of help in interpreting objectives.

In-service training for CPVE was very limited because of the teachers' action and great improvements need to be made here. Input from the primary sector might be valuable in helping tutors develop a project-based



case. While teachers were writing serious documents about the aims of life skills, I took a group of 15-year-olds to a museum by public transport and was stunned by the number of tough, spiky-haired kids who were too scared to buy their own tube tickets and didn't want to go on the escalator on their own.

Ten mad years on. What has changed? Then we were all trying to get into education, now we are all looking for an escape route. I sometimes wonder if I should have taken the dean's advice and worked in Woolies. On the "pick-a-box" counter, of course, something that the education system can prepare us for!

Anne Kisman lives in Ilford, Essex.

Pet projects

ANNE KRISMAN

I have just realised, with a shock, that this year marks my tenth anniversary of starting teacher training; a decade since I entered the dean's office for my interview and declared that my reason for wanting to teach was that I wished "to serve". He asked if I had considered shop work instead.

Now, in my sixth year of secondary school teaching, I have lost some of that youthful idealism and gained a measure of cynicism. Mr Chips saw the faces of his ex-pupils pass before him on his death-bed. When I finally make my exit through the school's barbed-wire topped gates, I am sure I will see a string of buzz words instead: integrated studies, multicultural education, learning for leisure, personal development; like every teacher, I have seen them all.

The latest tags have little to do with learning: redeployment, rationalization and cuts. No wonder that teachers are losing their faculties, in more ways than one.

My favourite fashion has been active tutorial work. While everyone was talking about talk and giving children a chance to express themselves, active tutorial work was about stopping them from discussing bother with parents and last night's TV and world affairs and giving them worthwhile work to do instead. "Not another worksheet" they

moaned, as tutors dished out the work that they had hastily picked up from the file over break-time. These sheets were often about study skills and the importance of carefully planning and reading through your work.

The problems came during the end of the year, when we had run out of things to do. We had done bullying, giving the impression that bullies respond to wimpish role play and not a good punch on the nose; road safety, looking after your bicycle; and different styles of teaching (without insulting individual teachers - a task in itself).

A bright colleague suggested pet care and printed out various sheets showing what pets looked like. Suddenly, all the staff became angry. The English department had done pets, having recently analysed D H Lawrence's *Snake*. The art department had done pets - the room was full of designs based on a fish motif. Science had just dissected pigs' eyes and was responsible for cleaning out the school hamster. Departments closed ranks. We changed the topic and did something less contentious instead, like nuclear warfare.

The latest buzzword is life skills, where children who could give you good advice on how to rewire your house are taught what plugs are. Life skills heralded many innovations; boys and girls were split in the technology awareness part of the course, boys doing car mechanics and girls making cases for cotton reels.

My group went out into the community to make a film about drug abuse and found that the only person willing to talk to us was an old man who thought that drugs were a good idea and that everything was a drug, in any

FEATURES

Feminist ironies

Geoffrey Partington chides feminists for shifting their position on single-sex schools and undermining girls' self-confidence by denigrating their career choices.

Few claims are heard more often about British education than that it systematically disadvantages girls and women. People paid high salaries for running school systems about the bad news from the rooftops, although they never offer to resign because of past injustices allegedly perpetrated under their control. The cry of unfair discrimination is most often bruited from the scented ranks of women's advisers, equal opportunity officers and various other shes who must be obeyed. How true are their accusations?

Even the more ardent feminists do not claim that there is overt discrimination against girls in schools. Boys and girls are subject to the same attendance laws and the amount of money spent on schooling is little affected, if at all, by gender. On the whole, being more docile, sociable, neater and better co-ordinated, girls on average have higher levels of achievement in primary schools. Most primary teachers are women, so that suitable "role models", to use the current trendy phrase, are more abundant for girls than for boys.

School curricula have not been highly differentiated by gender in the past, but until very recently feminists latched on to every form of differentiation as evidence of unfair discrimination. The biggest feminist hate until as recently as 1980 was single-sex schools, because, as Madeleine Arnot put it, "the dominant form of reproduction of bourgeois gender relations has been that of single-sex schools" and "the use of single-sex schooling has been the major form of reproduction of gender relations - relations that constituted the bourgeois ideal of the family form of male hierarchy and female dependency and subordination." Bourgeois ideals are, of course, well known by feminists, nearly all of whom are highly bourgeois themselves.

For nearly 20 years now, local education authorities have been following feminist advice to abolish single-sex schools and to make the curriculum of boys and girls identical in mixed schools. In high schools, there was an assault on separate provision of woodwork, metalwork, cookery and needlework; in the infant school, boys were encouraged to play more in the Wendy House and girls to engage in more boisterous pursuits.

Child-centred feminist teachers found their underwear in a constant twist because they believed with one part of their minds in letting children follow their own interests, but with the other part they felt it necessary to prevent children, victims of false consciousness alas in our degenerating bourgeois society, from choosing "traditionally sex-related" interests.

On the playing fields of Australia, as in Britain, the cry is still for identity of treatment. The Commonwealth Schools Commission's Commissioner for Girls and an army of female jobs continue to demand uniformity in sport. In South Australia, Equal Opportunities Commissioner Josephine Tiddy has succeeded in producing an outstanding feminist blueprint for equality; schoolgirls must be permitted to "participate" in traditionally boys-only sports, but boys will be banned from messing up traditionally girls-only sports. Sex differences in sport, so many feminists believe, are merely "socially-constructed" and not based on real differences in height, weight, speed or aggressiveness, but a transitional period is needed before all events are open to both sexes.

Just as victory seemed nigh in the feminist fight against single-sex schools and against sex-based differentiations in mixed schools, along came Dale Spender and a new wave of feminists. Spender is currently a luminary in the London University Institute of Education, but she and her equally militant sister Lynn, still in Australia, are female scions of the famous Spender family of which Sir Percy was merely one of the most prominent in the Australian upper crust.

Dale Spender's great contribution to the gender debate is the claim that in mixed classrooms, teachers, women just as much as men, discriminate against girls by concentrating more on the CPVE. In so far as this claim is really true, it relates only to the tendency for boys to misbehave more and for teachers therefore to spend more time correcting and censuring them. This does not seem to be evidence for unfair discrimination, but Spender's disciples repeat the claim with enthusiasm.

Judith Whyte, a science educator, writes that boys initiate more contacts with teachers, are more successful in gaining teacher time and

attention and are perceived by teachers to be more rewarding and responsible pupils. Whyte fears too that "the possibilities for equalizing male and female participation are very limited."

Another leading English science educator, Jan Harding, told South Australian feminist teachers last month that giving more time and attention in mixed classes to girls is no good either, because "what often happens is that teachers instinctively go and help girls in science and technology classes and in doing so often confirm their helplessness."

Feminists often try to have it both ways. Until the late 1970s a larger proportion of boys than girls stayed on at school in Australia after the age of 15: feminists cited that as evidence of "unequal participation of girls in education." In recent years, a larger proportion of Australian girls than boys have stayed on at school after 15: feminists hold this proves "the unequal participation of girls in the work force."

Similarly, feminists allege unfair discrimination because girls, if given the choice, opt for mathematics and physical sciences less frequently than do boys, but, despite lip service to bilingual-

ism, no feminist claims that the smaller proportion of boys than of girls choosing to study a foreign language to an advanced level shows unfair discrimination against boys. Heads the feminists win, tails they sure don't lose.

It is very strange that feminists, despite frequent rhetoric about the uniqueness or even the superiority of women's insights, invariably regard patterns of choice made freely by women as worse than those made by men. Traditional areas of women's work are automatically denigrated by feminists, yet, as with medicine in the Soviet Union, they claim that non-traditional areas in which women come to predominate are only conceded because they are trivial and unimportant. It is reminiscent of Groucho Marx's disdain for any club that would entertain his membership. The American anti-feminist, Midge Decter, calls it the "shit-work" thesis: whatever women do in larger numbers than men is defined by feminists as low in worth.

Feminists tell girls that they must lift their self-esteem. Yet they constantly undermine girls' self-esteem by assuring them that what they think they want to do is not only not what they ought to

do and is not really worth doing at all, but that they only want it because their thinking has been manipulated by "the system" by "society", by "patriarchy", or even, say the Marxist feminists, by the "ideological state machine". Women are forever being told by their so-called advocates that they really are more impressionable, malleable and stupid than the males and that their desires and ambitions are of no value.

For local education authorities the immediate problem is that, after reducing and well nigh abolishing single-sex education throughout England and Wales in response to feminist demands, they must now go back and separate the boys from the girls again, at the behest of new feminist demands. For feminists, the problem is that "bourgeois ideals" are generated both by single-sex and by coeducational schools. The 1986 Partington Award will be presented to the feminist theoretician who finds a third way, so that we can both avoid having the girls together with the boys, or separate from them.

Geoffrey Partington is senior lecturer in education at The Flinders University of South Australia.



Now feminists are defending girls-only schooling and attacking some male sporting bastions



Civilizing in the wilds

This week Gordonstoun will be marking the centenary of its charismatic founder, Kurt Hahn. Robin Hodgkin reassesses the career of the father of the Outward Bound movement and Sarah Farley provides a chronological guide to his long and eventful life.

Most vivid picture of Kurt Hahn is in the castle of Hermansberg on Lake Constance, near Salem, in about 1961. I never understood why I had been invited. Looking back, I guess that Hahn was collecting opinions from all sorts of people relating to his new venture - Atlantic College - which was then looming over the horizon. I remember the vaulted room, the view towards the lake, the special muesli and a rich, silent, banker relative.

We talked about Hahn's early contacts with Abbotsholme School, about its founding father Cecil Reddie, Herman Lietz and his rural schools and about the nearby Outward Bound school (which I had found rather too strenuous) and a lot about the problems of risk in education. Hahn vividly remembered his own introduction to the ideas of the New School Movement when he and three other Abbotsholme boys tramped through the Harz Mountains in 1902.

Like many others, I felt a little under Hahn's spell. He would look at one with his head on one side, as though one was both a specimen and a person of value. He was always ready to listen to opinions and then express his, sometimes with a twinkle and sometimes in slightly ponderous clichés. I kept wondering: was there, behind the friendliness and the charisma, a coherent philosophy, deeper than "character training"? What Hahn had learnt about Reddie, during those long talks on the Harz Mountains, and the lessons of his own prolonged education sounded fine, but it was not exactly breath-taking to learn that education was about the whole person, about living responsibly and reverently in an adventurous community.

The experience of Germany after the First World War added some depth to this - the recovery of new values after defeat, values of patriotism and internationalism. I had been in a Quaker school in the 1930s and such ideas were very much in the air then.

Campbell Stewart in his *The Educational Innovators* sums up the situation well, showing that it is what Hahn brought together and then made work that is remarkable; certainly more so than his alleged reasons for doing so.

He is a practitioner and promoter whose theories are more felt and practised than explicated. One of the most developed of his presentations is an essay he wrote in 1957 in which he reflects upon the results of Salem and Gordonstoun as a prelude to the Outward Bound developments. He considers that Salem has established beyond doubt two principles which were as much matters of health as of education. The first was that purposeful athletic training helps to build what health and this (enables) boys and girls to defeat their own defeatism. The second principle "deserves the name of a discovery: that the so-called deformity of puberty should not be regarded as a decree of fate".

There is something in all this, but doesn't music or art, if really well taught and sustained, have an even better effect? If not, why not? Despite its excessive claims, the passage does indicate two main threads of Hahn's approach. These help to tie much of the rest of his innovating together:



Hahn believed in giving his pupils scope for exploration and adventure



The central problem he seemed to face was: "Do we trust and cherish awkward young humans and let them systematically stretch themselves? Or do we alienate them?"

one is the belief in committed and adventurous learning in situations that feel real; the other is a recognition of the richness of youthful talents and energies and the crude beginnings of a serious attempt to understand these - sex, aggressiveness, creativity and the rest. The difficulty was increased because Hahn was also bent on denying the validity of most of the fashionable ways of understanding and coping with these - Freud, freedom and the happiness of the greatest number.

To understand Kurt Hahn's contribution to education it is necessary to bear in mind that his message was generated only partly by his sometimes trite pronouncements or by his readily quoted maxims. Partly too by his charismatic presence in respectful (mainly) staff rooms and in attentive board rooms. What really carried the message, was the institutions that he created. Sometimes the multiplication rate was phenomenal. There must have been many hundreds of Outward Bound type schools in the world by the 1970s. The ideas were undoubtedly catching. But how did the innovator himself work?

Hahn was a successfully sublimated bachelor. It is a commonplace that some great teachers have a hidden and controlled thread of homosexuality. In their make-up, Hahn does not quite fit the template. He certainly directed most of his energies into work with young men. But friends who knew him well saw little of Eros in his approach to pupils or to anybody. He had, it is true, grown up with a strong maternal attachment, but there is not much wrong with that. His life had also been enriched by a succession of strong, unerotic same-sex friendships. This can be

a powerful factor in developing normal, mature sexuality, whether the person remains single or not. The challenging scenery which Hahn envisaged for education was certainly made up of steep, but not impossibly steep, moral slopes. And this kind of ruggedness required that the young find helpers who are staunch, compassionate and trustworthy. Hahn was.

He certainly was also a bit mysterious. This reflects not only the many deep and thoughtful friendships he had enjoyed but also a long and a rather broken education (two spells at Oxford) and all the ups and downs of ill health and of the war. It was, I think, this rather extended, interesting and mainly happy youthfulness, running at times through periods of great uncertainty, which gave him a strong internal model of what it was to become a man.

This model, in my view, is better described as referring to "young manhood", a wider concept than "adolescence". It was an ancient one too, charged with chivalric and spiritual value. This sounds romantic, but Kurt Hahn was, and he and his friends - old and young - did try out these

romantic ideas in the Salem of the 1920s. They learnt, as he has said, from Plato and Dr Arnold, from Eton and Abbotsholme. And the latter seemed to work, even though the theory was non-existent or old hat.

But how were such idealistic notions to be articulated and popularized when he came to Britain? Hahn certainly had a very big public relations job to do. It was not made easier by his rejection - perhaps a little uncritically - of all the then trendy nostrums. He had no time for psychoanalysis, nor for the value-free claims of positivist philosophy; even less for Marx-inspired social engineering and the totalitarianism. So he fished around among some of those writers and thinkers who still seemed relevant, even though the tide was running against them too. William James' voice was still audible and gave Hahn much more than his search "for the most equivalent of war". G M Trevelyan also helped, steeped in his sense of English country and tradition, and William Temple with his reasoning and radical Christianity. Almost every other speech was about the good Samaritan. Hahn was too busy to read very deeply but he strung together many good maxims and clichés with prophetic abandon that sounded much better on the platform or in his study than on paper. For example:

(The creative) instinct can perhaps protect the biggest proportion of boys; exploration and adventure come next in the wilderness of the appeal; music, painting, will protect not many, but those very much worth protecting each of the non-poisonous passions may grow to be powerful enough to prevent (!) the sexual impulses that will, during adolescence, from absorbing the mind's emotional energy. (From an Oxford lecture IV, 4, quoted by Campbell Stewart).

Consider this, just after the Second World War, speaking to the Honorable Marines' Company in Glasgow:

To know the history of the British Commonwealth of Nations, to speak a foreign language with ease, to have a knowledge of animals and plants, sufficient to become an observer, perhaps an explorer, when visiting strange lands - all this adds to a young seaman's service both as an officer and a citizen. Healthy interests will protect him in foreign ports.

There is good sense here but it is mixed with much nuance that one is almost back with Don Farrar and the world of Saint Winifred's. Even so, it does not sound quite so far beyond the fringe as it did in the 1950s. Hahn was trying with scanty adequate ideological equipment to salvage some thing of great value and to challenge all the

for the rest of his life, including the necessity to avoid strong sunlight.

1904-1906: Hahn's father sent him to Christ Church, Oxford, where he studied classical philology. He was dismayed to find that many of his classmates were well ahead of him in classical scholarship and returned to Germany for further study.

1910-1914: Returning to Oxford, he learnt much about the education provided by British public schools and admired the characteristic qualities of the best products of those schools. Principally the regime of the university also impressed him: the concern for the body, the mind and the college community. At this time, Hahn visited north-west Scotland, an area that suited his need to escape the sun. Later, renting a house of his own, he enjoyed the country and the friendship of local families, including the Gordon-Cumming family, who were helpful in the development of Gordonstoun.

1914-1918: Plans for the new school he had been planning had to be abandoned when war broke out and Hahn returned to Germany. He was attached to the German Foreign Office and became secretary to Prince Max of Baden, the Imperial Chancellor.

1919: When Prince Max returned to his post in Salem, Hahn went with him, not only to help with the Prince's memoirs but to begin setting up the school he had dreamed of - a boarding school for English public school lines but based on the ideas of Plato's educational philosophy.

1920-1933: Schule Schloss Salem started in the castle, and three satellite schools began at Hohenfels, Hermansberg and Speyer.

1934: Hahn arrived in Britain a penniless and dejected refugee but he was supported by some



libertarian and hedonist teaching about the way to sexual maturity which was so much in vogue.

What other language could he have used? He would have had to wait 30 or 40 years to find a fully worked out diagnosis of our ills - the kind of thing Michael Polanyi attempted when he brought risk, belief and commitment back into all active knowing. Even now we do not have an adequate psychological understanding of young adults. Erikson and Kohlberg have given us useful maps of the ground, but not much guidance about what to do there.

Hahn was in one way very quick off the mark. The anthropological idea of rites of passage had only been clarified in about 1910. Yet, in the wake of the First World War, Prince Max and Hahn were hard at work experimenting with residential rites of passage in the draughty corridors of Salem. A little earlier, Baden Powell was trying out similar ideas under canvas on Brownsea Island. There is much more in common between these two late Victorians than at first appears. Eventually, their practice came to converge closely in The Duke of Edinburgh's Award.

The central problem which both faced - indeed it is a central problem for all of us - seems to be this: do we trust and cherish awkward young humans and let them systematically stretch themselves? Or do we alienate them? Are we to go on awkwardly joking about them in terms of the backey anecdotes of Adrian Mole? Or are we to recover a strong sense of hopefulness and



Top: Gordonstoun in the early 1980s. Above: Hahn believed that seamanship training should be linked to community service through genuine rescue operations.

critical reverence for all our older young? So, can we find projects to do with them - not technological vanguard in a darkened room - but worthwhile cultural creations, explorations and rites in which old and young can respond with their faculties fully stretched in a joint process of doing and becoming?

Looking back on all those pioneering efforts one can, I think, discern seven or eight strands which give them coherence.

Sublimation. Here, Hahn might have agreed, Freud was right. We don't have to go back to being ashamed of sex to see that it is a deep problem for the young. Yet it need not dominate our lives or theirs: our fantasies and friendships or the physical expression of love should not be hurried. If, for a time, a love of sea or mountains or music is even stronger in the young, well and good. The other will be no worse for waiting.

Training and dress. A sensible style of dress and manners, of daily hygiene and of physical exercise. Hahn wanted it to be fairly spartan and speaking of action rather than of vanity; also an intelligent and unaggressive pride in one's own rising standards. These, Hahn would say, should be the basis of physical education.

Adventurous competence. To learn alongside someone older and more experienced, to learn in a situation where there will be some risk of failure and some possibility of achieving what yesterday seemed too difficult. This is the ancient mode of learning which can still be made to work.

Openness. The young need an ordered programme with intelligible aims but this must have plenty of space in it; not just space for experiment and choice but the wide geographical and temporal space which makes silence and solitude something to be welcomed and used.

Frontier experience. Every young adult should sometimes be able to push his or her ground past the limit. A concomitant of this, which I do not think Hahn commented on, is that this sort of experience often cuts across boundaries. It leads to the realization that lively learning is about problems, not answers. It is also highly relevant to good university performance.

Responsibility. The experience of responsibility must be spread imaginatively and challengingly over as many members of a community as possible; and this must allow for many people to grow into tasks and habits and service that they never envisaged. Further, it is in such a diffuse network of responsible service that both standards and flexible rule systems are generated.

Universality. Though we may have to work long and hard to make it possible, such "ennobling" education should become available for everybody; not just for the few. This is what Kurt Hahn intended. He tried to demonstrate it through the County Badge Scheme and, at least in token form, through the Outward Bound schools, in the Trevelyan Scholarships and in the Atlantic College.

There is one ingredient missing here: Hahn appreciated school drama but I don't think he ever recognized its potential for the kind of education in depth which he encouraged. Certainly, I learnt more about it by listening to T F Coade of Bryanston or watching a Heathcote video of spontaneous drama than in studying Hahn.

Two highly personal ingredients tied all this together. One was Hahn's own, consciously delayed, movement towards the full acceptance of Christianity. The other was much more dramatic. When one gets the feeling that perhaps Hahn consorted a bit too much with the highest in the land, that the whole crusade was elitist and "inauthentic", it is worth remembering that most people who actually worked with him thought otherwise and saw him as a person of great truth. And the turning point, where that shone out and was tempered, happened when Hahn - very much alone - turned on Hitler and told his own friends to do likewise.

Robin Hodgkin was headmaster of Abbotsholme School from 1956 to 1967. His *Playing and Exploring, an inquiry into the philosophy and psychology underlying all adventurous education*, was published by Methuen last September.

Milestones on a life-long journey...

1886: Born in Berlin on June 5, the second son in a family of four boys. His parents were Jews, his father a prosperous industrialist, his mother of Polish descent.

1896-1904: A pupil at the *Wilhelmsgymnasium* in Berlin. Hahn found the school aridly academic but he responded enthusiastically to the classics teaching and developed a lasting interest in Plato.

1902: On a walking tour in the Tyrol with his uncle and three boys from Cecil Reddie's Abbotsholme School, Hahn listened enviously to their descriptions of their school and its community life.

During the same period, Hahn read Hermann Lietz's book about Abbotsholme school, *Enlightenment, Fact or Fiction*. "My fate cried out to me," Hahn said later.

1903: Hahn suffered an attack of sunstroke which, although not considered serious at the time, had many and more severe consequences

now aged 34, was in charge of the boarding side of the school with Miss Marina Ewald. Karl Reinhardt was director of studies and Prince Max was patron. The school espoused physical fitness, moral courage and independence, community service and academic and artistic achievement.

Salem started with very few pupils but the numbers built up quickly and included children from influential and aristocratic families. Its reputation spread beyond Germany but some critics attacked its internationalism and encouragement of individualism.

1929: Prince Max died.

1932: Hahn reacted quickly and strongly to the Potsdam incident, when five of Hitler's SA men kicked a young Communist to death at Beuthen. The men were tried and sentenced to death but Hitler intervened and sought their release. Hahn sent a letter to all old boys and girls of Salem in which he said: "By the telegram of Hitler to the 'comrades' of Beuthen a fight has been initiated which goes far beyond politics. Germany is at stake, its Christian way of life, its reputation, the honour of its soldiers; Salem cannot remain neutral. I call upon the members of the Salem association who are engaged on SA or SS work to break their allegiance either to Hitler or to Salem."

1933: Two months after Hitler was appointed Chancellor, Hahn was placed in Ueberlingen gaol. At once, several influential people, including Ramsey MacDonald, the British Prime Minister, sought his release. Five days later, on March 13, Hahn was released and within four months had left for England.

1934: Hahn arrived in Britain a penniless and dejected refugee but he was supported by some

powerful friends: William Temple, the Archbishop of York, Lord Tweedsmuir (otherwise known as John Buchan, the novelist) and the historian G M Trevelyan. The Gordon-Cummings arranged to lease part of their Gordonstoun estate to Hahn at a very low rent, so that he could open a new school, based on the Salem model.

1939: After five years, there were 135 boys at Gordonstoun. The guardian, or head boy, in 1939 was Prince Philip of Greece.

1940-45: Gordonstoun school was evacuated to Llandinam in North Wales until the end of the war. The County Badge Scheme, introduced before the war to encourage qualities of compassion, craftsmanship and enterprise and physical fitness, provided young people with an award to celebrate their achievement.

1941: The Outward Bound Sea School was started at Aberdovey. It fostered, through rigorous four-week courses, self-reliance, fellowship and service. Seamanship and climbing were taught and linked to the spirit of community service through genuine rescue operations.

1944: Salem school, which had been in the charge of Prince Max's son, the Margrave of Baden, was taken over by the Nazis.

1945: Hahn, who had earlier become a British citizen, was baptized into the Anglican Church. When the war ended, he began to help with the revival of Salem.

1946: Interest in the Outward Bound Scheme had spread rapidly, with active support from manufacturers and employers keen on the idea of apprenticeship experiencing "challenge in controlled circumstances". The Outward Bound Trust was formed.

1953: Hahn retired as headmaster of Gordonstoun.

1956: The Duke of Edinburgh's Award Scheme was started. Hahn encouraged Prince Philip to lend his patronage to this programme of structured leisure for 14 to 25-year-olds which evolved from Gordonstoun's County Badge Scheme.



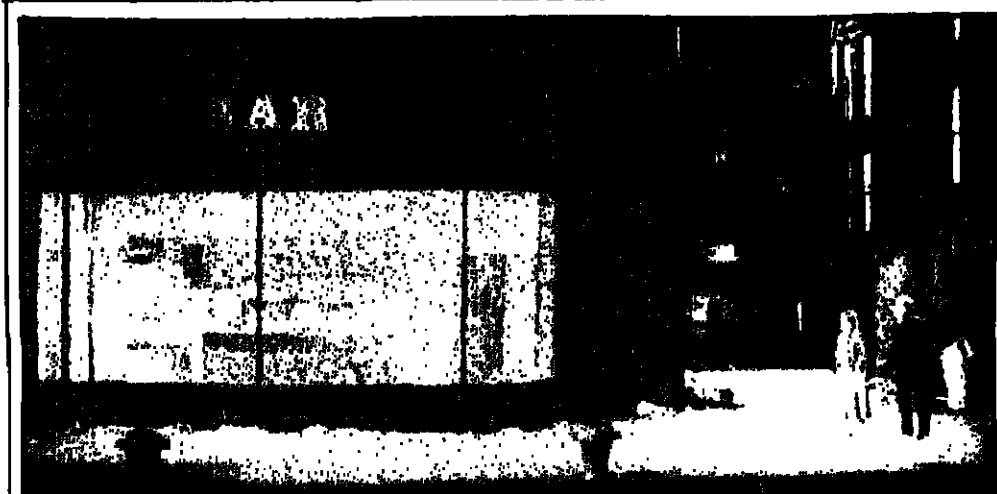
Prince Philip: head boy in 1939

1962: Atlantic College opened, giving expression to Hahn's beliefs in internationalism. Housed in a medieval castle, St Donat's, in South Wales, the school caters for pupils over 16 from many different social backgrounds and nationalities. Atlantic College became the model for United World Colleges.

1966: To celebrate Kurt Hahn's 80th birthday, King Constantine of Greece founded the Round Square Conference. This organization, named after a feature of Gordonstoun, brought together people from 14 schools inspired by Hahn.

1974: Kurt Hahn died, aged 88, and was buried in Salem village.

Review



The ENO Rigoletto -

Subsequent Performances. By Jonathan Miller. Faber £15.00. 0 571 13133 6

For someone who to this day still gets periodically brushed off as a gate-crashing intellectual, it comes as a shock to realize that Jonathan Miller has now been working in the theatre for a quarter of a century.

Over the years, like other directors, Miller has given many interviews. Apart from his sheer entertainment value and gift for thinking on his feet, what distinguishes these random pronouncements from those of his colleagues is their mutual consistency. Instead of the usual off-the-cuff comments on one damn show after another, Miller's statement on any particular event invariably reflects something larger and the sense of a coherently developing doctrine. This may have no bearing on his status as a practitioner; but, of all living English directors, it qualifies him to redefine the mandate of this inexhaustibly debatable profession.

This is the central topic of *Subsequent Performances*, which I would like to claim as the best theatre book I have read for years, were it not for the fact that it reaches so far beyond the theatre. The one thing it does not disclose is what attracted Miller to the theatre in the first place. But perhaps the answer is self-evident. Miller's intelligence is of the kind that thrives on making connections between normally insulated specialist fields; and what profession rivals the theatre as a meeting point between specializations, and where the philosopher and the clown are equally at home? The paradox, of course, is that the theatre is congenitally prone to sealing itself up inside its

The after-life of classics

Irving Wardle hails 'the work of a great teacher'

own little world. Hence one reason for Miller's disenchanted retreats into the wider world of medicine.

The one disfiguring element in the book is the recurring paranoid strain that colours its references to critics (a dark anonymous mob) and the institutionalized stage. The reason for this is clear. English reviewers (including me) are apt to be text-bound creatures, and it is maddening and incomprehensible to Miller when we fail to detect the presence of *Chirico* in his *Julius Caesar* or view his *Orfeo* in the light of Poussin. Equally, the growth of the subsidized giants has promoted an earnest civic-minded stage which is death to the kind of raffish, convivial theatre where Miller feels creatively at home. It is only when he takes a needless position with his back to the wall and starts fending off a horde of nameless assassins that you wonder what all the fuss is about.

Otherwise, the book is the work of a great teacher (characteristically it dwells at length on Shakespeare's "tutorial heroines") and a stimulus to the reader to open his own eyes and think. Part autobiography, part *catalogue raisonné*, part discussion of general principle, it opens with an essay on the "afterlife" of classics - a theory crucial to all Miller's work. Drawing on analogies from art history and evolution, this at once demolishes the notion of any "definitive" performance, while also distinguishing the limits of

interpretative freedom. The bounds are defined by what Miller calls "topographical decorum": an understanding of the deep structures inhering under any transient historical surface, which may be preserved by alterations of time and place, but not to the extent of "frog-marching" a work into the narrow world of "contemporary relevance" where interpretation will simply shrivel into perverse quotation.

The following chapters render an account of the part Miller has played in the afterlives of Shakespeare, Chokhov, Monteverdi, and Mozart; not so much by describing the finished productions as by analysing the network of correspondences that went into creating them. Like all good directors, he regards classic texts as syllabic fortresses which will only yield up their secret to the cunning explorer. Stage tradition - the received ideas of a white-bearded Lear, or an exotically sinister Queen of Night ("Aztec Night at the Copacabana") - lead nowhere. The great parts are tenacious promises until somebody discovers a plausible pretext for inhabiting them. To assist in this discovery, Miller has assembled a "toolbox" of cracksmen's instruments, including psychology, art and legal history, myths, evolutionary theory, and - one of the most useful - palaeontology: the process of reconstructing "the entire body of a fossilized animal by a careful and intelligent series of deductions made from very

small, and apparently unrepresentative fragments". Out of such "knucklebones" he developed his late 19th-century version of *The Merchant of Venice* (prompted by a few lines in the trial scene), and his harsh reappraisal of *The Sisters* from Irina's petulant line, "I knew it" as hearing of her husband's death.

At the opening of Miller's ENO production of *The Magic Flute*, set in a vast Masonic library, there were reviewers who said that "the god Doctor" had given himself away by smoothing the stage in books. The answer to that lies in Coleridge's remark that it is the property of strong minds to convert knowledge into power. Miller's hands, ideas and information gleam from reading take on a virile promiscuous life, coupling and cross-fertilizing with extreme ease towards the birth of a dramatic issue.

His overriding interest is in the process, not the result. He has often regretted that his audience only arrive when the real fun is over. By comparing the rehearsal process to the composition of a novel: a system of conjecture and refutation, engaging a temporary community in joyous search - all of which is wiped away on the first night arrives, leaving only the precious behind. Hence another reason for his dissatisfaction with the critical response; and hence, too, his experience underlying the longest and most closely argued passage in the book asserting the impossibility of dramatizing novels. Shortly before the opening of his production of *King Lear*, somebody asked Michael Hordern how he was going. "I don't know if it's going to be any good or not," Hordern said; "but I've never laughed so much in all my life." It is the public's loss that they saw was a tragedy.

Government schemes such as YTS do not provide any positive answer: they can best be seen as forms of social control, to keep young people out of the job market, out of the unemployment figures, and off the streets. The logic of most current scenarios of the future offers a frightening prospect: "would a small elite, imbued with the literary worth, precedence or social relevance. But sadly, and despite an heroic defence of the 'academic' critic, there is too much in the introduction that smacks of the ivory tower.

Theatre journalism is affected by the constraints of the trade; by arts editors' policies; by last-minute cuts. While the book's editors make it clear that each critic is an individual with individual characteristics, perceptions and prejudices, there is little about specific practices - does Michael Billington take notes? Does Irving Wardle try to read the text beforehand and if so, should he? How are critics chosen? Which critics are gay, left-wing, right-wing? We assume most are white, know most are male, should know that almost all are middle-class. On these points, however, we do not find out here that, unlike most reviewers, James Fenton, while theatre critic for the *Sunday Times*, felt no embarrassment about having certain mixing with the subjects' victims of his copy. Why? Did this make him a better critic or not? Maybe. Fenton qualifies as one of those awful gadflies - he quit reviewing finally because it bored him. He had many other interests and ambitions. Surely, better the independent, versatile mind than one fed only on an uninterrupted series of first nights, however knowledgeable about set design or well-versed in lighting techniques? Fenton's much the more useful, more knowledgeable, more moral, religious or political force (not to mention art of course) since the great days of Tynan, Hobson and BA Young (the Young).

Against this background, the authors propose a new eight-point social contract for young people. Government policy should involve a regional dimension; training should be linked to jobs; employers should be more closely involved in training; there should be a comprehensive system of 16-plus education, training and employment; the model of learning in this system should be radically different; it should include education to combat racism and promote social awareness; it should discriminate positively in favour of young women, and it should involve young adults in the formation of social policy.

For any of this to work, they point out, we must have to revolutionize our thinking about work and about society. More to the point, those of us who are relatively successful and middle-aged should have to make room for young adults by giving up power and paid employment, retiring earlier, and paying for more education and training. Frank and Sarah see little sign of this happening. And if the researching and writing of this book is viewed as an example of paid employment, the difficulties Sarah has done community work with young people in a variety of settings. Frank is Professor of Education at Durham. Stephanie is unemployed. How is the book shared in this book? "Lasses" come before "lads" in most of the sentences, but Frank prefaces Carol and Sarah on cover and title page. Stephanie? She doesn't even get into the book's own name.

Frank and Carol... Max and Reg

Andrew Davies on encounters between lecturers, lasses and lads

up home, settling down and raising families. They are profoundly uninterested in politics either as a means of explaining their situation or as a means of changing it. Frank, Carol and Sarah seem to think we should be surprised to hear all this: perhaps in a sense we should.

The book claims to offer a "vivid portrait" of its subjects. I'm afraid I don't find it all that vivid, largely because of a series of policy decisions made by the authors. First, they are reluctant to let their subjects speak for themselves at any length: "After the trip, Stephanie happily showed photographs of days visiting the Lakes and announced: 'I got drunk.' She had been out with her aunt and uncle one evening, playing darts in a pub, and had managed five lagers and black and five whisky and oranges!" It is hardly riveting stuff. Maybe Stephanie told it better.

Another crucial decision was "to omit a large amount of the richest data" in the interests of anonymity, though "many of the young women and men said they did not mind whether they were identifiable or not, and some even wanted their photographs to be included". They did not get their wish granted, in this as in most other aspects of their lives. "Stephanie" and "Max" are not real names. "Frank" and "Carol" are.

And a final decision, to standardize regional dialect, tipped the scales still further away from

vividness and towards blandness. The authors do keep their promise, however, to eschew the jargon of the social sciences, and for this one is grateful. The quotations above give a fair indication of the style they do adopt.

If the lasses and lads don't exactly leap off the page with the bite and snap of life, do we get any clearer picture of Frank, Carol and Sarah? Well, not really, though there are occasional poignant glimpses, such as the occasion when no one could afford to go down to the pub with Frank, or Sarah's outrage when she was suspected by the police of following the Securicor van with intent to effect a payroll snatch.

In the last section of the book the authors turn to general considerations and conclusions, and here their words carry a sombre conviction. They argue convincingly that the "unofficial unwritten social contract between young people and society has finally broken down". The official rhetoric holds out the old promise of equality of opportunity, of merited reward for hard work, ambition, honesty, and treading the line. That promise may have been realized for a privileged few (Frank? Carol? Sarah? Andrew?) but it has clearly not been fulfilled for Stephanie and Reg, though they have fulfilled their side of the bargain; and it is now apparent that it is not going to be fulfilled for the vast majority of the present generation.

BOOKS

Critical knives and scholarly scalpels

Steve Grant on the classical playwrights and their critics

My first awareness of the rather closed world of the theatre critic came during a conversation with a colleague who happened to be a leading national newspaper reviewer at the time. "Harold's resigned," I said, in retrospect perhaps a trifle elliptically. "Oh really," he muttered. "I knew he was leaving the *Sunday Times*." He meant Sir Harold Hobson. I meant Sir Harold Wilson - or rather Mr Wilson, the then Prime Minister.

Plays in Review: 1956-1980 (Batsford £7.95), edited by the late Gareth Lloyd Evans and his wife Barbara, and subtitled "British Drama and the Critics" gives us little intelligence of this problem. For this couple reviewers and critics should be people with linguistic skills, knowledge and experience of the theatre and passionate enthusiasm. So far, so good. Most opprobrium is reserved for the journalistic gadfly who trots from gossip to sports to arts pages - "their editor has, willy-nilly, shunted their pens into that particular sliding until another line is open again."

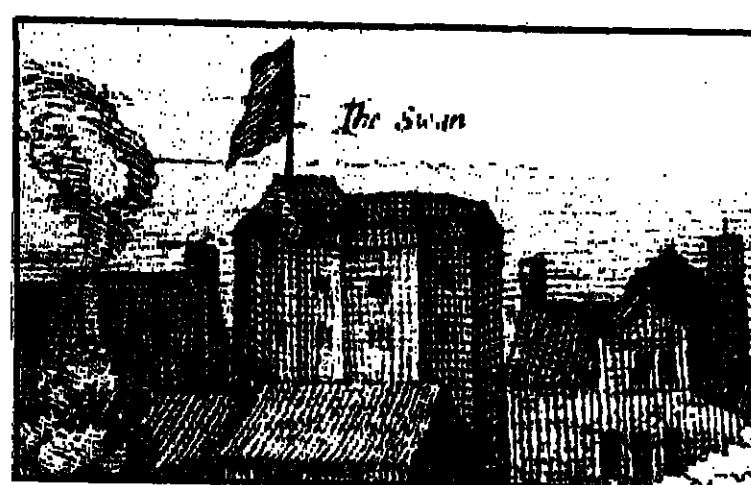
After an extensive, combative and extremely readable introduction, this book plots an annual course from the Year of *Look Back in Anger* to the Year of the *Romans in Britain*; each year's plays summarised and each play included followed by a selection of reviews gleaned from daily papers, weekly periodicals and monthly magazines. Usually two or three often contrasting comments, pithy and opinionated, are followed by more thoughtful, discursive paragraphs. The plays are well-chosen, the best of the Anglo-Irish school (andly no work of including *Waiting for Godot*, *Comedians* or *Travesties*). Many celebrated notices are here: James Fenton's controlled apostrophe over *Romans in Britain* ("If I was Sir Peter Hall I would take myself out to lunch and sack myself over the desert"); Hobson's remarkable analogy between Joe Orton and Jane Austen; Tynan on Osborne and Pinter; Bernard Levin seeing the surgical baring of our hollow, godless, consumerist society in Mike Leigh's *Abigail's Party*.

There seem to be several reasons for including reviews of work which has for the most part stood the test of (a short period of) time: their crassness, relevance, but sadly, and despite an heroic defence of the "academic" critic, there is too much in the introduction that smacks of the ivory tower.

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A 17th-century engraving of the Swan Theatre and, overlaid, Diana Quick and Emrys James in the 1978 Aldwych production of "The Changeling" - two illustrations from Judith Cook's infectious enthusiastic book *At The Sign of the Swan: An Introduction to Shakespeare's Contemporaries* (Harrap £9.95).

There's very little about the changes in journalistic practice, the rise of listings magazines and the fringe, television, popular culture, the changing political moods, which affect the views of regular reviewers over a long period of time. There are intriguing comments about the swing from religious and moral to political stances among critics of the younger school but then while part of Stephen Gilbert's review of *Plenty* is included as such an example of the Young Turk school (presumably because he mentions Lennon and McCartney) he is not identified anywhere as the man who later left the BBC after a row over the banned Ian McEwan play *Soldier Geometry*, which he produced. Elsewhere personal prejudices creep in: why on earth is there no contribution from the *Standard's* eminent ever-present Milton Shulman, whose original notice for *The Mousetrap* still stands proudly on the wall of St Martin's Theatre? Why only one from Michael Coveney of the *Financial Times*? Why are influential tabloid critics like the *Mail's* Jack Tinker ignored?

There seems to be a certain inconsistency as well in rightly attacking Michael Billington's 1983 comment that some writers in that year had shown a laudable concern with form - "tantamount to lauding a traindriver for noticing railway lines" (a remarkable number of transporter references in this book), while proceeding to talk about the same critic's regard for "functional theatre". What on earth is functional theatre? Is it not the theatre of Sophocles and Shakespeare as well as that of Brecht and Hare?

At one point in the introduction the editors review a review by Hilary Spurling of a collection of reviews by the aforesaid Mr Fenton. An example of digging the pit deeper, indeed! It's a useful and chastening collection but surely there is a much meatier volume to be compiled.

Although no one can ever be sure that a great talent has not perished at the hands of the critical fraternity, no amount of early hostility could destroy the likes of Osborne, Pinter, Arden and even Peter Brough. All had their champions and none had to endure the verbal ordure dumped on Ibsen by the likes of Clement Scott who called *Ghosts*, among other things, a "loathsome sore unbandaged". But then Ibsen had in William Archer the finest champion of them all. Scott's review is quoted in Phyllis Hartnoll's modestly titled *The Theatre: A Concise History*, a volume in Thames and Hudson's splendid *World of Art* series (£4.50), though one with a brief far wider than the usual meticulous studies of Hogarth, Ingres and the like. Its real beauty lies in the illustrations: 270 in all, 35 in colour. Though its range is global and chronologically vast, such a study can be little more than a series of signposts for the enquiring mind. And

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TAVISTOCK

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BOOKS

continued from page 25

Brian Gibbons' *Jacobean City Comedy*, although certainly more alarmingly and abrasively modernist than either. Dollimore subtitled his study, "Religion, Ideology and Power in the Drama of Shakespeare and His Contemporaries" and his sources and critical signposts are made forcefully clear. Everyone from Marx and Brecht, Althusser and Barthes, Levi-Strauss and Foucault are brought to bear on the argument that Jacobean Drama should be seen not as a morally, religiously and politically conservative body of work nor as one even predominantly concerned with idealism or individualism but a subversive and radical social and political realism.

It may sound daunting, absurd even, to more traditionally-minded students of the period, but Dollimore's book is so splendidly illuminating, so combative, so clearly explained and so scholarly - there is far more on Webster, Shakespeare, Montaigne, Bacon and Machiavelli than one often finds in more conservative studies - that it is a joy to read from beginning to end. Mr Dollimore deals in "essentialism", "ideology" and "decentring" but his theoretical base leads to some first-rate insights on the plays he deals with and on the Jacobean 'attempt to deal with man not as a bit player in some universal drama about the human condition but as a social creature in relation to the political contradictions and material conditions of his social existence.

Two volumes to be admired are Shakespeare and His Contemporaries (Manchester University Press £25.00) and Shakespeare in Perspective, Vol 2, the former a new addition to the Revets Plays series, edited by Professor E A J Honigman. Quite simply, this slim but expensive volume of essays attempts to put Shakespeare in context and perspective by close comparison between his plays and others by his contemporaries: thus, R A Foakes gives us an engaging history of the satirical figures of Jacobean drama from Ben Jonson and Marston to the more tragic dimensions of *Othello*; and George K. Hunter makes clever distinction between the more outspoken bourgeois comedy of Dekker in *The Shoemaker's Holiday* and the more conservative optimism of *The Merry Wives of Windsor*. There are further sections on *Richard II* and *Perkin Warbeck*, corruption, retribution and justice in *Measure for Measure* and Tournier's *The Revenger's Tragedy*, and a very enterprising comparison of the scene patterns in *Dr Faustus* and *Richard III* from the point of view of their binary or secondary structures, a



see caption on previous page

carry-on of author Richard Beckerman's past contributions on the subject to the *Shakespeare Quarterly*.

After such high-powered stuff it's jolly super to open the pages of the paperback *Shakespeare in Perspective* (edited by Roger Sales, BBC/Ariel Books £3.95) and find an essay by actor Roger Rees on *The Comedy of Errors* beginning with the sentence:

"This is a very funny play." There's more of this wonderfully up-front stuff throughout this poppy collection which has observations from Frances De La Tour on *A Midsummer Night's Dream* (she played in Brook's famous version and says that some of the mums wanted their money back in the interval); Bob Peck (who played Iago in Ronald Eyre's RSC production) and Susan Hill on *Othello* and other actors' contributions from the likes of Geoffrey Hutchings, Roy Hudd, Prunella Scales and Tony Church, all with the mighty virtue of treating the text as if it were a living, breathing, scabbling entity and not some set of dishes to be scrubbed and scrubbed but never eaten off. Can't say I'm so keen about General Sir John Hackett's military run-down of *Coriolanus*, only lacking the salt and pepper pots on the table, but Jilly Cooper's sage reading of *The Merry Wives* as Elizabethan soap and former British Rail Chairman Sir Peter Parker waxing full on his love for the intrigue, thrills and power struggles of *King John* are likewise splendid. Perhaps Sir Peter has heard the one about how comparisons between Hitler and Mrs Thatcher - "at least he made the trains run on time". Thirty-six essays in all, and a mighty breath of fresh air after Deconstructivist Corner.

Shakespeare is the subject of a

rather tame and uninspired if solid enough study from Professor Philip Edwards of Liverpool University, *Shakespeare - A Writer's Progress* (Oxford University Press £12.50) though it does have the merit of being unafraid to deal with textual ambiguity as a clue to theme and character and does put forward the idea of "tragic commitment" in which the tragic hero redeems himself through an act of love or violence (in *King Lear* fatherly love, in *Antony and Cleopatra* amorous love) which seems to sum up Professor Edwards' rather quaint need to find unity and consistency in Bardville at all costs.

James Morwood's *The Life and Works of Richard Brinsley Sheridan* (Scottish Academic Press £12.50) is more the former than the latter, an affectionate portrait of the diphthongic genius who gave us *The Critic*, *The Rivals* (both recently performed by the National) and of course his masterpiece, *School for Scandal*. Mr Morwood draws extensively on Cecil Price's splendid three-volume edition of the *Letters* among an extensive bibliography and though he makes no great claims for originality, his is an immensely readable and balanced account which even runs to a spirited defence of Sheridan's rather chaotic and absent-minded management of Drury Lane Theatre. That this was to climax with the single performance in 1796 of William Ireland's lamentable Shakespeare forgery *Vortigern and Rowena* should not blind us to his achievements elsewhere, nor should his persistent championing of the two patented companies, and their monopoly, be ascribed purely to selfish, financial motives. Sheridan, writes Norwood, realized "that the London

of his day could not support more than two theatres and thus the continuance of the monopoly was in the interest of the whole acting fraternity".

Macmillan's excellent Modern Dramatists series brings us up to date with two bracing studies at the jagged edge of the theatrical broadsword: Helene Keyssar's *Feminist Theatre* and David L. Hirst's *Edward Bond* (£14.00 and £4.95).

Feminist theatre, though very much a force in the last 20 years, has a long history, the longer still if one's definitions are as flexible as Ms Lessar's who defines its essential characteristics as being the creation of significant stage roles for women, a concern for gender roles in society, exploration of the texture of women's worlds and an urge towards the politicization of sexuality (the personal is the political and vice versa). As well as being alive to the contributions of earlier writers, notably Lorraine Hansberry, Lillian Hellman and Shelagh Delaney, her study is given added depth by its contrasting of the more psychological preoccupations and realistic approaches of the American school with the more political and stylistically experimental British counterpart. Nor is Ms Keyssar keen to find favour with all such writing, keenly distinguishing art from rabble-rousing and consciousness raising as she does whenever necessary. Feminist theatre is such a hotbed at present, which also serves to indicate that much of it is of extremely limited worth and application. (Carol Churchill, Pam Gens and Beth Henley notably excepted) and also explains why the book is too late to catch such recent additions to the fold as Sarah Daniels, Louise Pige and Jacqueline Rudet.

David L. Hirst's book on Edward Bond, our most original and persistent dramatist, follows Malcolm Hay's and Philip Roberts' study for Methuen. It has the virtue of examining the style of Bond's work, seeing it as an increasingly subversive weapon after the early realism of *Saved* and *The Pope's Wedding*, with forms as different as the history play, the epic, parody and even musical being used to express a trenchant and radical criticism of society - though one far less brutal than is often thought. Hirst, like his predecessors, is a clear supporter of the dramatist and sometimes his bollocks tend to cloud his judgement - some of Bond's recent work has been embarrassingly naive to say the least. But the book has an immense grasp of the plays and the problems in performance, notably those stemming from Bond's own attitudes to directors and actors. As he is likely to be with us for some time, works such as these are always needed.

Alarm call

The Faber Book of Political Verse. Edited by Tom Paulin. Faber £17.50. 0 571 139477 7. 28.95. 3667 2.

Julius Caesar: a man called Cato wanders the Roman streets, snoring, stirred from his writing by suburban whistlings of the assassins. "I have no will to wander forth of doors / Yet something leads me forth." The avenging crowd meet and challenge him and hear a fatal name from his lips. "Tear him to pieces; he's a conspirator." But "I am Cato the poet, Them, with flawless logic, 'Tear him for his bad verses'." And the murder of an ironic coincidence of name, a near-perfect parable.

Most writers are eventually tempted out of doors and most are sometimes torn either for conspiracy or for the verse. The sole alternative is to be passed by. Inevitably, misprision will seem a kinder fate than isolation.

Poetry is the literary form at our most and least susceptible to political ideas. All the strictures of the New Critics and their near kin suggest that poetic language was too fragile a fabric to contain ideology. Tom Paulin argues that the academic poetic tradition actually consists of a specific ideology. Our received view of poetry - received from the aristocratic and Anglican hands of Arnold and Eliot and C. S. Lewis - is conservative and establishmentarian, excluding "the political" in all but the most quaint sense.

The Faber Book of Political Verse self-consciously a tract for the times, Miltonic alarm call to a country that has forgotten the vigorous poetic political tradition of Marvell, Pope, Milton himself, and drifted off to aesthetic slumbers. Plot Marvell's MacDiarmid (both prominently featured here) and you have a full page of decline; follow the trace from Linton Kwee Johnson (Linton Kwesi Johnson) to Julie Burchill (Julie Burchill) and you have a line that is alarming.

The great course of the Celtic nation's belief that imagination and politics operate along the same axes. Paulin's own geopolitical map is a nonsense and subtly - sometimes unsubtly - dismisses his selections. He likes to refer to the home nations as an "archipelago" and the absurdity of description appears in the GULAG, failed political unwarranted self-esteem and political oppression. The first.

Yeats, Clough - have always had much faith in the political power of images and rhetoric; Band Aid's Aid was a good poetic idea unconsciously stiffened with a little knowledge down Brandt. No amount of literary attitudinizing ever made a scrap of difference to the real widders of power who quietly maintain their hegemony (and read and write verse in their spare time). Yeats achieved a brief resurrection of life and work in the Irish nation but only in a country already nearly hamstrung by the colonial power. Hugh MacDiarmid dreamed of "Cham Albann", a great, all-embracing poem-political movement, socialist, nationalist, Catholic, psychoanalytic; he once claimed "Shirokogoroff's 'Psychomental Complex of the Tungus' was great poetry in expounding this and all his other ideas he meant not obscure Baltic tracts and murky ideologies but particular forms of words. Like many another 'political poet' he was first and last concerned with new subjects and untainted vocabularies rather than with actual solutions.

Paulin has steered well clear of the most obvious doggerel (though a ter snattering might have helped here) in playing the "surprising exclusion" game, first and last resort to the anthology reviewer. Sufficed to say that some of Paulin's selections are bold and welcome, notably a generous chunk of Clough, perhaps Britain's most underrated poet.

Paulin has already met with his questions from the critic-crowd. It is to be torn, then it can only be for a better one. He is a revisionist conspiracy of naïvely revisionist conspiracy, not for his own. The Caesar's poem of poetic academicism will outlive his volume.

Brian Morris

Cut, pin and glue

Technology in Schools. By John Cave. Routledge and Kegan Paul £5.95. 0 7102 0732 8. £13.95. 0528 7. CDT Projects and Approaches. By David Barlex and Richard Klumbell. Macmillan £5.95. 0 333 36620 4. Graphics and Design. By R W Boycott and J Bolan. Edward Arnold £2.40. 0 7131 0978 5.

There are many hundreds of teachers who have enjoyed John Cave's enthusiasm for CDT through his demonstrations at courses and the practical sessions that followed - my own model truck comes out at regular intervals in the workshop. All of us will find more help and encouragement in the pages of *Technology in Schools*.

It is not full of projects or ideas for projects, but rather as the sub-title correctly says, "A handbook of practical approaches and ideas". There is a strong emphasis on cost-effectiveness, that methods and techniques employed in any project should be low in cost, both of time and money.

The author appreciates that many constraints put on teachers by capital allocations and the small amount of time that is available for preparation of equipment, so he points ways to overcome these limitations. To give but one example, "... the main structural material is the 3mm thick chipboard originally developed for use in furniture ... It is an excellent material to cut, pin and glue and is far easier for children to work with than hardboard - as well as being cheaper."

Throughout, the book is full of ideas for getting technology into CDT and each chapter ends with comprehensive notes on resources. I especially appreciated the emphasis on safety, there are frequent heavy type sections of the text drawing the reader's attention to the inherent dangers of a particular operation or technique.

In section two Mr Cave takes several processes important to industry but probably less familiar to CDT specialists and shows how they can be adapted for use in school. Hydraulic forming using "Plastiline", Cryogenic and Elastomeric forming and an ingenious method of injection moulding are all clearly explained.

The long-awaited GCSE syllabuses have arrived at last, and we find increased emphasis on Design Realization and Project work. The sections in this book on Product modelling and Microelectronics for Product Design are important and stimulating, the latter in particular would serve as a



TECHNICAL

good introduction to the use of microelectronics in CDT rooms. The book is enhanced by a comprehensive index and copious illustrations. The quality of the photographs is poor, however, with some being too dark to see detail.

This is an important book, the contents of which have been tried and tested; it is a "must" for teachers of CDT facing the challenge of the new exams, and should be in every CDT resource centre.

If the previous book is intended for teachers, then *CDT Projects and Approaches* is primarily for the student. It is a guide to the design process. The first section takes a detailed look at three dissimilar projects, the new GPO post box, the Ford Sierra and an aid for the physically handicapped. The text is very clear, with a range of stimulating questions to be answered arising from these projects.

Section two looks at three different projects and examines student solutions, and again there is an abundance of questions to encourage students to develop their own ideas. Discerning readers may recall seeing some of these pages reproduced in the OU publication *GCSE, a Guide for Teachers - CDT*. It is followed by a chapter which sets out good guidelines for tackling any project and where the teaching points made are illustrated by pupil examples.

Even though the designing process may be assimilated, certain skills are essential to realize the design and chapter four gives guidance on research, graphic communication, marking and evaluation. Each section is supplied with a good variety of questions.

Finally, examples of examination questions are given though the problems are open-ended to leave the student plenty to do. Throughout the book good photographic and line illustrations complement a clear and concise text.

Graphics and Design is intended to stimulate interest and enjoyment among 11 to 14-year-old pupils. As the first introduction to graphical communication it could be quite useful for it covers most of the techniques needed. A variety of problems are set to serve as a starting point though a number of these would seem to be deceptive in their complexity. I am sorry that even at this early stage the correct symbols for flow charts are not introduced.

Ted Heasman

Short circuit

Electronics 11-13. By G E Foxcroft. Longman. Pupil's Book £3.95. 0 582 3112 8. Teacher's Notes £2.95. 31079 2.

This book is a natural companion to *Physics 11-13* and purports to approach electronics from a "systems" point of view. In a sense, though, much of the content is not "electronics" as such, but is already covered in existing physics courses. Indeed nothing in chapters one or two would surprise any teacher who has done circuit board work, dealing as they do with bulbs in series or parallel etc. Chapter three looks at electronic components which act as inputs and outputs, and switches, including relay, are studied in the next two chapters.

This work is used to introduce simple AND and OR gates. Chapter six introduces the traditional water analogy for electric circuits. Voltage is talked about as electrical pressure difference, no mention being made of more useful models (such as escalators, relating it to potential energy). The next two chapters deal with the electronic building blocks, the NAND gate and the bistable, based upon a relay. This is examined in detail

(so much for synthesis). Indeed, it is only in the later chapters - Problem solving and electronic control systems - that many of the techniques associated with the "systems" approach are introduced.

This is very much a course designed to keep physicists happy. It is a shame that there is so little electronics in it, that the little work on electronics building blocks does not employ "chips". Much of the content will be covered in existing courses and if electronics is to be taught within physics (an assumption made by the authors and not necessarily as widely supported as they imply) then there is a need to provide more electronic skills input than these books provide. They leave the impression that the authors wish to satisfy everyone instead of providing teachers with the challenge of a proper electronic systems course.

D L Bodey

BOOKS IN CLASS

Purpose-built

Algebra and Calculus for Technicians. Level 3. By J O Bird and A J C May. Longman £5.95. 0 582 41371 0. Physical Sciences for Technicians. By I McDonagh, G Waterworth and R P Phillips. Edward Arnold £4.95. 0 7131 3510 7.

Neither of these books, additions to established series of high repute, seems quite up to the usual standards of presentation. There is nothing amiss with the contents; they are predictable, being exactly along the lines of the relevant units of the Business and Technician Education Council, but they are nevertheless a disappointment.

Technicians have, of course, been amply catered for since the TEC was founded. There were some strictures earlier that books nominally prepared to match the TEC units in fact were largely re-bashes of works that had been previously available with titles allied to the superseded National Certificate or City and Guilds courses.

Gradually that picture changed. We now have BTEC (with Business and Technician Councils merged) and, completely coincidentally, almost all the later books have been prepared specifically for their new purpose. Certainly this is true of the pair now under review. They cover the whole range of topics in the Mathematics level 3 and the Physical Science 1 units, and they do so extremely well, both as regards text and illustrative examples.

The algebra and calculus book carries a particularly full treatment of all the essential parts of these subjects.



A Liverpool trainee cramps up a wooden frame - an illustration from Paul Greer's *Jobs in Carpentry*, which covers courses and qualifications, and provides lists of useful addresses and publications (Kogan Page £2.95).

Indeed, the authors suggest, with reason, that their work can be regarded as a basic textbook "suitable for a much wider range of courses, such as for GCE A level Mathematics or for Australian TAFE courses".

Similarly, the science book deals competently with everything in the BTEC revised unit U80682, a core constituent of a great variety of courses. "The aim of the book is to help the student to understand the fundamental physical science concepts which form a common base for further study of both science and technology. Laboratory work is an essential part."

Just so.

F W Kellaway

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THE BRITISH SYSTEM OF GOVERNMENT

Pointer to Pinter

Each year the ILEA circulate radio and television networks, theatres and drama schools with a list of the most popular plays chosen for public examinations, in the hope that they will help flesh out the literary course. Not for the first time *A Taste of Honey* tops the poll with an estimated 2,386 pupils doing it for CSE, GCSE and O level. *Romeo and Juliet* comes next (2,235) followed by *Macbeth*, *Hamlet* and *Othello*.

Arthur Miller, Tom Stoppard and GBS are the other top 20th-century writers chosen, with tv-launched plays like *Our Day Out* and *The Boys from the Blackstuff* making a strong showing. *The Crucible* is this year outstripped by *Gregory's Girl*, a not unworthy victor.

Nearly 200 pupils are doing *The Caretaker*, 100 *The Birthday Party* and at least a couple of classes are doing *The Homecoming*: Pinter's early plays are ideal A level fodder, challenging without being too obscure. These three plays are the focus of Harold Pinter's selection of critical essays edited by Michael Scott for the Macmillan Casebook series (£20 and £6.95 each) - the perfect background reader, with an illuminating array of writers each playing different spotlight on the subject. Peter Davison is the editor of a companion volume on Sheridan.

Michael Church

Further reviews of theatre books on page 28 and 29

BOOKS

Mixed emotions

"I hate a play with a dead bird sitting on the mantelpiece shrieking 'I'm the title, I'm the title'". So said Noel Coward on seeing *The Seagull* in 1938, and he has not been alone this century in failing to revere Chekhov as we now do. In his book on Chekhov in the Macmillan Modern Dramatists series (£15.00 and £4.95) Laurence Senelick is very good on the international reception of the plays. He identifies beautifully the English stereotype of Chekhov which is now being so actively revised: the self-pity and the slowness, the "linguorous mauling of trivial people", the sentimentalism around the samovar. Senelick's book is highly readable, and Chekhov's dramatic writing is of the right quantity to be just adequately covered in an introductory study of this length. Senelick is good on the performance of the plays, and he is sometimes refreshingly different from other commentators - as when he refuses to feel sympathy for the three sisters, pointing out that they are often superior and snobbish. His knowledge of Russian is also put to good use; he points out, for example, that the problematic phrase *Fin de siècle* in *The Cherry Orchard* which has been translated variously as "sillybilly" (Frayn), "nincompoop" (Magarshak), "muddier" (Gielgud), and "silly old nothing" (Griffiths), actually means "half-chopped" - "something in the process of being chopped by an axe, but left unfinished". A useful thing to know in the context of *The Cherry Orchard*.

What is probably very well known about *The Cherry Orchard* is that Chekhov was unhappy with the first production at the Moscow Arts Theatre. The director Stanislavsky insisted it was a comedy. Two books on

Stanislavsky have just been issued by Faber: his own *On the Art of the Stage*, in which he expounds his influential acting "system", and David Magarshak's *Stanislavsky: a life* (both Faber paperback at £5.95). The biography was first published in 1950 and is offered here with an introduction by *The Times* critic Irving Wardle, in which he says that Magarshak "removes Stanislavsky from his pedestal without cutting him down to size". Stanislavsky would not, one imagines, have seen eye to eye with Georges Feydeau, whose farces require actors to invest as little interest in motivation as in humanity possible. John Mortimer has now translated three Feydeau farces, *A Little Hotel on the Side*, *Flea in her Ear*, and *The Lady from Marmite* and the collection is available in Penguin at £3.95. Writing in the introduction about how the plays are acted Mortimer says, "To alter a precept of Noel Coward's, the actors must remember their lines and bump into the furniture".

French theatre of a more serious and experimental nature is the subject of two other recent Macmillan Modern Dramatists volumes: Bettina L. Knapp's *French Theatre 1918-1939* and Claude Schumacher's *Alfred Jarry and Guillaume Apollinaire* (both £15.00 hardback, £4.95 paperback). These are useful volumes in areas where there is little available in English. Other recent books in the series are Margery Morgan's *August Strindberg* and Dennis Walder's *Athol Fugard*. The Strindberg volume, while clearly a thorough, detailed account of the playwright, couldn't in the end overcome a personal hostility to the mad Swedish misogynist; but the Fugard is excellent, a perceptive and highly readable introduction to a great writer - the first book-length study of



Puppetry is a very ancient art: its earliest roots may lie in India 4,000 years ago, the religious inco on impersonation acting as a puppet. Marionettes were popular in Athens in the fourth century BC, while glove puppets were all the rage in Rome. David Currell's *The Complete Book of Puppet Theatre* (A and C Black £20.00) starts from the beginning and goes through to the present day, offering history and how to do it information on every conceivable aspect of the trade. Above, *Spitting Image*, and right, a 19th-century Columbine.



Fugard to be published. Walder makes good use of the notebooks Fugard published in 1984, which give many useful insights into the man as well as his writing. Indeed Walder emphasizes that Fugard's own experience as a South African is most definitely the mainspring of his work and accounts for "the painful, guilt-ridden intensity with which the racial issue is dealt with in most of his plays". The study goes up to *Master Harold*, the most intensely personal of Fugard's plays, which Walder tends to view as a culmination, not allowing for the inevitable problem here, that Fugard would go on to write something else - the brilliant, and less personal, *Road to Mecca*. Walder rightly empha-

sizes Fugard's belief that he must "testify" to the condition of life in South Africa and is perhaps a bit harsh in criticizing his inability to analyse the issues politically. Where he is absolutely right is in emphasizing Fugard's tremendous power to move an audience emotionally. Personally, I tend to rate any writer who can move me to tears, and so I don't apologize for admiring Terence Rattigan, a collection of whose plays, *Rattigan: Plays, Two*, has just been published by Methuen at £2.95. This collection includes *In Praise of Love* (1973) about how two people who love each other deal with the painful knowledge that one of them is dying. It brings to the throat a lump the size of a

tennis ball. Rattigan is one of the British playwrights of the 20th century who has dramatized the emotional when you think about it, many of the prime exponents have been interested in showing off in other ways. Certainly Bernard Shaw would know an emotion if it jumped out of his last tube home, and a collection of his *Last Plays* (Penguin, £2.95) testifies to a thoroughly dramatic dramatic imagination. From the curious to the sublime, an edition of Ibsen's *Brand* and another of *Emperor and Galilean* is published by Methuen as *Ibsen Plays*, *Five*.

Lynne T.

Hard rules

tin (and generous) representation of a writer's output. To this end, Ian Donaldson has fulfilled his task scrupulously. The Notes are scholarly, the introduction a model of brevity, while his choice of a modernized version of texts established by Herford and Simpson makes for an easier read. The volume should recruit fresh converts to Don.

Professor Ayling's selection of seven O'Casey plays is in every way admirable. He arranges them chronologically, thus presenting naturally their stylistic progress from realism to a more fantastical form. A succinct yet masterly introduction argues for a viable grouping of the plays in the light of subject matter, style and the playwright's personal preoccupations, while the Notes are meticulously to the point.

The music and text of where relevant, are included. The volume is a model of brevity, while the price seems prohibitive, but there is a paperback at £9.95.

Tony Harrison is in danger of being remembered only as the adaptor of *The Mysteries*, that major work of the National Theatre, to which O'Casey's and others' plays, and styles of more exotic folk tales children in tow. *Dramatic* minds of his comparable talents in other spheres. The theatre piece, *The Big Fish*, a morality, provides roles for a while *Yan Tan Tethera*, a 1900s mission, has played successfully in schools. Teachers please note, good, too, to have *Phantom Bow Down* and *The Oracle* in one volume. Worth every penny spent.

David B.

Topping the bill

Kindly Leave the Stage: the story of variety 1919-1960. By Roger Wilmut. Methuen £12.50, 0 413 48960 4. *Bleasings in Disguise*. By Alec Guinness. Hamish Hamilton £9.95, 0 241 11681 3.

First there was music hall, and now there is "light entertainment", but in between there was "variety". Roger Wilmut tells its story, recalling the days when Diaghilev's Russian Ballet might turn up on the same bill as a budgetary act and Hilda Ward's Lady Synopators.

Even for people who don't remember that form of theatre, indeed even for those who squirm at the sort of humour that includes lines like "Argentine to pull my leg?", this beautifully illustrated and widely researched book must be highly sociative. The very names of the old venues (of which, in 1920, there were 69 in the London area alone) are heavily resonant - the Britannia Hoxton, the Brixton Empress, the Chiswick Empire, not forgetting the Metropolitan Edgware Road.

The greatest of all the halls, of which, in 1920, there were 69 in the London area alone, are heavily resonant - the Britannia Hoxton, the Brixton Empress, the Chiswick Empire, not forgetting the Metropolitan Edgware Road.

in 1968). And it was at the Coliseum that Alec Guinness had his first great theatrical experience, when at the age of seven he saw the comedienne Nell Wallace and laughed so much that he was afterwards ill for nearly a year. Like many an anecdote in his new autobiographical work, this was indeed a "blessing in disguise".

His book is a brave attempt to defy the usual perils of the theatrical autobiography - the "last night speech" syndrome of thanking everyone who has made the story possible, and the self-love that leaves the pages trickling with "rivulets of I's". The convention nearest to the effect of this book is the Radio 3 talk at its best: sedately witty and literate story-telling about fellow-tollers on the boards - usually with an emphasis on kindnesses he received from them.

Guinness is nevertheless a more personal narrator than, say, Gielgud, in his *An Actor in his Time*. So although his pen-portraits of such figures as Marlene Hunt, Tyrone Guthrie, Sybil Thorndike and Edith Evans are very fine, one is still usually more interested in the self-effacing author than in the cast. Perhaps that is why the celebrity-free scenes of his bizarre, friendless early life seem particularly good. In any case they are written with a splendid Dickensian relish for childhood's anxieties, wonders and humiliations.

Looking at Brecht

Methuen have brought out a paperback edition of John Wilentz's *Context* (£5.95) which provides an excellent introduction to Brecht's work as well as a great deal of new and unexpected information for more experienced Brechtians.

The book includes personal details like the opening one, "An Englishman looks at Brecht", and notes on Brecht's productions that have not been seen, plus more formal chapters on Expressionism, music, and Brecht's relationship to several of his distinguished contemporaries: Auden, Kipling, Lukács, Gorky, Piscator, and his influence upon filmmakers as Godard, Fassbinder, Volker Schlöndorff, Wilentz, Brecht against Hamlet, and Brecht's shifting relationship to Russia and party and the criticism of Brecht in a chapter called "The role of politics".

The book frequently reads like a conversation piece, written by someone whose erudition never gets in the way of the field imagination of the

Tools for the Works

Whether they are guides to help the terrified O or A level pupil through one particular play, or more advanced studies drawing on "the semiotics of drama, post-structuralism, psychoanalysis, feminism and marxism", books about Shakespeare are essential tools for the student.

The former are probably less harmful since they try to keep at least one eye on the fact that 300 years ago a man set down to write entertaining works for the stage - successful plays rather than reactionary tracts riddled with all the prejudices and preoccupations of his class, sex and race. R. P. Draper's study of *The Winter's Tale* in Macmillan's Text and Performance series (£3.95, 0 333 34981 4) is exemplary in this respect.

Divided into separate sections covering the textual and theatrical aspects of the play, it makes sense of it as a piece of theatre. Photographs and essays examining recent productions (three by the RSC, one by BBC Television) buttress a brief study of its major themes. Alone, it is hardly comprehensive enough for A level pupils, but no matter: there is no shortage of student notes and guides which are. Penguin, Macmillan, Longman and several other publishers have whole series of them, spotlighting individual titles.

More generally, John Peck and Martin Coyle from the English Department at University College, Cardiff have come up with *How to Study a Shakespeare Play* (£4.95, 0 333 38977 8). A practical and sensible do-it-yourself manual, it takes as its starting point the paradoxical fact that Shakespeare is often the first (sometimes the only) dramatist whom people study. Thereafter it offers a sensible methodology, detailed advice on the particular problems raised by the histories, comedies and tragedies, and a wealth of hints on how to take things further. Most of these concerns examination technique, but by no means the least part of this useful book is its realistic warning of the limited value of much academic criticism.

Many teachers will be relieved by that. Even at A level, students need little more than a nodding acquaintance with Bradley, Wilson Knight and E. M. W. Tillyard. Tillyard possibly most of all. Light of touch, and a considerable stylist in his own right, through his books such as *The Elizabethan World Picture* (1943) he has already eased the path of a couple of generations of students. Happily, both that volume and much of his later work are still generally available.

Indeed, his *Shakespeare's Problem Plays*, originally published in 1950, has just been reissued by Penguin Books (£2.95, 0 14 022702 4). A brilliant and



I say, I say, I say... A distinctly political villain in the Unity Theatre's 1938 pantomime *Babes in the Wood*. An illustration from Theatre as a Weapon (Routledge & Kegan Paul £30.00, 0 7100 9770 0) by Richard Stourac and Kathleen McCreery, an account of the development of workers' theatre in the Soviet Union, Germany and this country in the inter-war years.

perceptive account of *Hamlet*, *Troilus and Cressida*, *All's Well That Ends Well*, *Measure for Measure*, it is recommended to anyone needing an antidote to the obscurities and absurdity of some more recent criticism.

Much of that contained in *Alternative Shakespeares* (£4.95, Methuen 0 416 36860 3) for instance, a collection of essays which seeks to challenge "traditional" criticism by constant reference to those contemporary slib-boilets of feminism, marxism and post-structuralism and by frequent citing of the names of Barthes, Saussure and Freud. Often awfully badly written, it frequently loses sight of the plays (and not infrequently of common sense) in a welter of that lumbering pseudo-American prose which passes for academic English. In *Othello* it declares that "Iago always invades the deceptions, or the *énoncés*, or the actions of others distorting their meaning, so that every external sign becomes a simulacrum of his vision"; while *A Midsummer Night's Dream* of all plays, apparently draws "ideological raw materials from both insurgent bourgeois-individualist and entrenched feudal-absolutist discourses".

Shakespeare himself doesn't do too well either. But then it is unthinkable that he should. He'd never heard of Freud, let alone Saussure; the various authors' attacks on him are as unfair as criticism of King Harold for not looting off a tactical nuclear strike at the invading army of William of Normandy.

Hugh David

Olivier!

On Acting. By Laurence Olivier. Weldenfeld & Nicolson £12.95, 0 297 78864 7.

In the last couple of years there have been two outstanding books by actors. Simon Callow's *Being an Actor* and Anthony Sher's *Year of the King* - which have set a high standard in the analysis of the actor's craft and the book suffers greatly by comparison. It may claim to have "the special authority of the practitioner" but its insights are few. What it most resembles is a celebrity after-dinner speech: the oft-told anecdote, the little bit of advice to the young, uncritical praise all round, and all based on an implicit belief that anything said, however banal, must have "special authority" simply because it's someone successful who's saying it.

Banal a lot of it surely is. Of what interest can it be to anyone that Olivier thinks Shakespeare was "in almost everything fantastically marvellous"? Or that Anthony is a great party

though "a bit of a twerp" with "not a lot between the ears"? Lear, it turns out, is "easy": "He's like all of us really, he's just a stupid old fart... I mean, to turn away from his favourite daughter like that, what kind of an idiot is he?" This is really quite shocking, and what's worse, I'm sure Olivier thinks his readers will be impressed by it. The implication being that if Olivier makes crass comments on Shakespeare it is because he has somehow earned the prerogative.

On the question of acting the book tells us little about Olivier's technique that we didn't know already. He makes it clear that he works on characters from the outside in - getting the nose right and letting the rest follow. He also advocates his own custom of learning a part - even creating a performance - before rehearsals even begin. "By the first rehearsal of Lear", he says, "I knew exactly where to take a breath, how to light and shade my voice, and how to tonalize it at certain moments in order to get the utmost variety." As in almost everything, a very far cry indeed from the Simon Callows and Anthony Sher's of his world.

BOOKS

Heroes

Four titles have just been added in paperback to Methuen's admirable series of Modern Plays - Caryl Churchill's *Softporn* and *Fen* (413 41200 8) Sarah Daniels's *Masterpieces* (413 41260 1) Arthur Miller's *Danger: Memory!* (413 41280 6) and Stephen Poliakoff's *Breaking the Silence* (413 41240 4). All at £3.95.

Caryl Churchill had conceived an idea for a play about soft or unobtrusive methods of control in schools, hospitals and social work when she read Michel Foucault's *Discipline and Punish*, which made her decide to set the play in 19th-century France, building it around a police chief who was once a criminal and a criminal who was briefly a romantic hero. *Fen*, which is about the underpaid women who pick potatoes in the fens, derives partly from Mary Chamberlain's book *Fen Women*.

Masterpieces adds up to an abusive redefinition of pornography, showing that it neither begins nor ends where we usually assume it does. *Danger: Memory!* is a double-bill consisting of two short plays which are scheduled for production this year at the Lincoln Centre in New York. *I Can't Remember Anything* is a two-hander for an elderly couple, centring on the woman's resistance to the past. *Clara*, the longer of the two plays, presents the police interrogation of a man whose daughter has been murdered.

Breaking the Silence is a vicariously autobiographical play about Poliakoff's family in post-revolutionary Russia. The script confirms the impression that Ron Daniels misdirected the play at the Pit by casting Daniel Massey, an actor at ease in aristocratic parts, as the Jewish grandfather who assumes aristocratic aims, but not without straining credulity.

Ronald Hayman

Suffrage

How the Vote was Won, and other suffragette plays. Selected and introduced by Dale Spender and Carole Hayman, with notes for performance by Carole Hayman. Methuen £3.95, 0 413 58380 5. Better Times. By Barrie Keefe. Methuen £2.95, 0 413 59670 2.

One tends to assume that only recently has "women's theatre" come into existence. But in fact, as Dale Spender and Carole Hayman's collection of plays make plain, the early part of this century was a period of intense activity, with drama effectively used as a campaigning tool in the women's suffrage movement.

This volume includes seven plays, ranging widely in style. They are

presented very much as living drama - not as documentary testimony to a political issue long settled. Indeed the assumption is that the plays not only deserve to be performed again but are in fact still highly relevant to women today. Dale Spender argues that "the explanation for their neglect lies not within the plays themselves but in the fact that more than sixty years later the aim of sex equality still has not been achieved".

Barrie Keefe's play, *Better Times*, though a modern play, has a similar resonance - political history brought vividly to life. And his play is similarly topical, concerning as it does the Poplar Rate Revolt in 1921, when 30 members of the Labour-controlled council went to prison rather than levy the London County Council rate in their impoverished borough. It was performed last year at the Theatre Royal, Stratford East.

L.T.

Stratford-upon-Avon's new Swan Theatre the most exciting dramatic space to have opened up in my playgoing lifetime. SHERIDAN MORLEY, PUNCH.

RSC Swan Theatre

THE TWO NOBLE KINSMEN
by Shakespeare and Fletcher
Gerard Murphy and Hugh Quarshie: two of the most magnetic young actors on the English Stage. REVIEW

EVERY MAN IN HIS HUMOUR
by Ben Jonson
a blissfully funny event. TIMES

THE ROVER
by Aphra Behn
with Simon Cusack and Jeremy Irons

The Other Place FLIGHT by David Lill
Touching, funny and sharp. OBSERVER
splendid cast, sensitive direction. SUNDAY FORAY

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BOOKS

Poetics

How Poetry Works: the Elements of English Poetry. By Philip Davies Roberts. Penguin £3.95. 0 14 022584 6.

"Read it with your ears, as if the paper were declaiming it at you," Gerard Manley Hopkins wrote about one of his poems to an impecunious Robert Bridges. "Stress is the life of it." It's not an exhortation that Philip Roberts quotes, but it summarizes perfectly the argument of his book. His case is that a poem is chiefly a performance. Just as the adult poet should keep faith with childhood delight in playing with sounds and rhythms, so the sophisticated 20th-century writer should remember that the silent private reader is a comparatively recent usurper in the realm of the reciting bard. The essence of poetry is to be unparaphrasable; it is language drawing attention to itself as language. In linguistic terms it's performative rather than referential, and ignorance of this is the main source of confusion over its meaning.

Roberts develops the implications of this thesis with a cheerful and often anti-academic vigour. He denies the utility of the traditional Greek prosodic vocabulary, arguing persuasively that English is a language based on regular stress rather than quantity. His own preferred terms (duplet, triplet etc) are clearly exemplified in a wide range of quotations. And he employs the rigour of phonetic transcription to explain how the sound in a poem works with the metric patterning, in parallel and incomplete recurrences, to give the poem life. This saves his argument from the dangers of vague Stilwellian intuitions about hollow "o" sounds and mellifluous "l"s. He builds a plausible structure from the simplest phonemic units to the forms of English poetry, from Anglo-Saxon alliteration, through the development of rhyme, assonance and consonance, to contemporary free verse. It's a pity that the poem of his own that he bravely offers as a climactic example isn't really strong enough to carry the 14 pages of post hoc analysis he loads onto it.

His account is a partisan but serviceable counterpoint to poetic theories that emphasize metaphor or ideology. Sometimes he starts arguments that invite respectful disagreement or expansion. To assert that Stephen Dedalus' villanelle in *Portrait of the Artist* is "the last of any significance in English letters" and a failure at that, is to forget Auden's marvellous *Miranda's Song* and Empson's *Missing Dates*. The latter is particularly interesting in this context for its successful ironic echo of the cadences of Tennyson's *Tithonus*. Nor is anything said about translation. It would have been instructive to have, for example, some discussion of those versions of Catullus, from Sidney's metric experiments to Zukofsky's bewildering transliterations, that have tried to recreate classical effects in English.

The book concludes with a representative anthology of 81 poems. They're set out on the page with words split or spaced to draw attention to the stresses the reader should acknowledge. Familiar pieces of Shakespeare or Wallace Stevens look like the unexpected offspring of an affair between a demystified wordprocessor and a re-incarnated *They* *Tot* composer. But these are rather scores rather than texts to be deconstructed. They may appear as Hopkins said of his own work "intolerably violent and artificial" but the purpose they illustrate would surely have won his approval.

Tom Deveson

Best cut

Charles Lamb was characterized by kindness, lack of affectation and "considerable peculiarity". Adam Phillips says in his introduction to Lamb's *Selected Prose* (Penguin £4.95). The best of Lamb, one suspects, was probably in his company and his conversation, but his letters and the quaint movement of his essays preserves something of his mind, including his liking for puns and his almost erotic passion for food (see "a dissertation upon roast pig", for example).

Robin Buss



Lillie Langtry as Cleopatra in an 1890 production - one of the illustrations to Sheridan Morley's *The Great Stage Stars* (Angus and Robertson £15.00). Morley has taken 200 of the greatest performers, spanning three continents and 400 years, and allotted each a substantial biographical essay; the result is a highly readable reference book.

Clearing spaces

Selected Poems 1946-1986. By R S Thomas. Bloodaxe Books £4.95. 0 906427 967. Collected Poems. By Louis MacNeice. Faber and Faber £6.95. 0 571 11353 2. What The Light Was Like. By Amy Clampitt. Faber and Faber £4.00. 0 571 13814 4. Facing Nature. By John Updike. Andre Deutsch £9.95. 0 253 97798 8. Mamma Dot. By Fred D'Aguiar. Chatto and Windus £3.95. 0 7011 2957 3. Fairground Familiars. By Howard Sergeant. Headland £3.95. 0 903074 45 1.

R S Thomas has made his own selection of poems from six earlier collections. He is a poet of complete integrity, and although he writes to clear a small space from the surrounding chaos, he is never self-indulgent. His images are stark, as he searches to locate "the poem shut/Uneasy fossil, in the mind's rock". His successful long poem "The Minister" reveals his ambivalent relationship with Wales, but more often he excels in the shorter analysis of personal doubt and faith. Locked in introspection, "Most poets are their own patients"; yet a few pages later, he sees a poem "marching on ward... while the spent cities... smoked in its wake." He is one of the century's real poets, and this selection shows him at his precise best.

The 500 pages of MacNeice's *Collected Poems* indicate a fluency rather more saturating in its effect. A thorough reading deadens the versatility of his poetic voice. His range is wide, from the bravura of "Bagpipe Music" to the forlorn realities of "Les neiges d'antan" and the controlled philosophy and description of "Autumn Journal". There are frequent surprises, such as the almost metaphysical examination of identity and time in

"Soap Suds". In "Wolves" he talks of wanting to "keep my eye only on the nearer future", and in "Snow" he feels "the drunkenness of things being various". Variety and his position in his contemporary world are his main themes, and he has a fine lyrical gift evident in the musical quality of everything he wrote.

Amy Clampitt's new collection confirms her remarkable debut in 1983 with *The Kingfisher*. She is a true poet, with a distinct voice that combines strong American rhythms with lively metaphor and a clarity of structure. She draws upon a wide range of material, and includes under "Notes" important background for the more arcane references. The main sequence is a homage to John Keats, in which, using events and allusions, she identifies with the pathos of Keats' productive years. Her own verse gains from the necessary inclusion of narrative, though her main concern is for the control paradox, "the framework of escape laid shut him in." Her images tumble across lengthy sentences, and she is fascinated by the individuality of created objects, especially fruit and flowers. Even where her effects are most personal and dazzling, she excludes the confidence of a poet determined to be heard. She writes from the "quicksilver underside of memory", and with her rich complexity, she shapes our world anew for us.

Some of the early topics in John Updike's new collection read like static on a car radio, changing a wheel in Spain, ants on a peony. Yet his language is unfussy, and the clarity of the vision he brings to his themes of nature and human behaviour results in minor poems that have a consistently strong appeal. After discarding an eye-patch in "Revelation", "the real world was alarming... a pop-up book". A later poem blames the poet's changes with age upon the "harsh sun

of the real". He grapples for reassurance that by facing nature and himself, he can select from the real those observations that will hold the world steady enough for its detail to be noted and understood.

Some of the most imaginative writing in Fred D'Aguiar's *Mamma Dot* is on the back cover. He does not make us "feel that the contours of contemporary poetry have been significantly changed". Exotic topics and language are not of themselves poetry. However, there is fine poetry here. "Mamma Dot" wars against an Easter Rising, after which we are given little information about him except in terms of behaviour seen from the viewpoint of an incisive and vivid way. The final sequence, "Guyness Days", confirms a feeling that grows throughout the book that a young poet is gaining assurance that will make his next collection an important event. Perhaps "The Day Mamma Dot Talks Ill" should have been printed first: it does much to explain the sequence which gives the book its title, and is a fine poem.

Howard Sergeant's contribution to poetry has been so widespread and generous that it is a surprise that he has time to write his own poems. "I am singing aloud and cracking my desperate jokes" he writes, in love, in "Crazy Love Poem for an Unseen Lady". His poems crackle with good humour, and above all, sheer good-natured observation. The best poem "A Letter in Time of Distress" is full of wisdom and unusual advice. He writes: "I respond like a compass needle to your grief." Sergeant's compass guides him surely to destinations that are the stuff of his poems. He is not a high poet, and would not want to be. He lives in the real world, and reveals aspects of it that we thought we understood.

Roger Freebairn

that you could have universal training, or voluntary training, but to propose universal voluntary training was to use a weasel word: voluntary sucked all the meaning out of universal.

Recently the Scottish Examination Board issued figures which were challenged as being inaccurate. The board retorted that its figures were "correct with qualification". Had the accusation been refuted?

The TUC agreed to support "free collective bargaining within the framework of a planned and agreed economic strategy". David Bannett said that detractors would accuse the TUC of using weasel words. Why did he think that they might? Would they be right if they did?

In the burial service there is mention of the "quite odd" details of the

eternal life. If you hope, are you certain?

A writer quoted the Newcastle Commission of 1858 as wanting to "promote the extension of sound and cheap elementary instruction to all classes of the people". And went on: "A blunt word like cheap would not be used today. It would be a weasel phrase like - in so far as it is compatible with reasonable public expenditure." If the test is to ask what exactly is sucking the meaning out of what, then this does not qualify, does it?

One that certainly qualifies is the recently much used phrase, the "voluntary duties" of teachers. What is voluntary cannot be a duty, and what is a duty is not voluntary. The only question is, which is the weasel and which is the egg?

W S Browlie

Identities

Queer. By William Burroughs. Picador £8.95. 0 330 29406 7

Written nearly 35 years ago, before Burroughs' first book, *Junky*, *Queer* is a novel of less than 100 pages. The unadorned handling of homosexual love at first made it unacceptable to publishers, subsequently Burroughs was himself reluctant to have it printed. The 14-page introduction explains the reason. "The book is motivated and formed by an event which is never mentioned, in fact is carefully avoided: the accidental shooting death of my wife Joan in September 1951." She was his second wife and the mother of his son, William. He was fooling around with her, enacting a variation on the most famous sequence in *William Tell*. She had a glass on her head and held a gun. He aimed to low. There is a correlative incident in *Queer* when a shooter from a distance of three feet at a mouse held by a boy from a place string tied to its tail.

William Lee, the alter ego who reappears in *The Naked Lunch* and several subsequent fictions, is living in Mexico City at the end of the Forties. The sky was "that special shade of blue that goes so well with circling vultures and blood and sand", and a single day Lee has no need to patronize the "fabulous whorehouses" and when pimp offers him a 14-year-old girl, only temptation is to indulge in such such baroque vituperation as "this middle-aged already. I want a virgin, not a while-you-wait shit. Don't try palmy old fourteen-year-old bats off me."

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Ronald Hayman

Having raked in a rich harvest of early 20th-century America and Virginian England, Virgo have now taken inroads into the 18th century. They buy the Cecilia (£6.95) and Scott's Millennium Hall (£4.95) and classics long out of print, the novel for 70 years and the latter for more than 200. Creating what is called the "voluntary duties" of teachers. What is voluntary cannot be a duty, and what is a duty is not voluntary. The only question is, which is the weasel and which is the egg?

Virtually any French film made during the second half of the Thirties can be seen in relation to the Popular Front, which does not mean that it necessarily should be seen in those terms. There are broad and narrow views of the Front, and the second would confine it to the movement that brought to power a left-wing coalition government under Léon Blum in May 1936. Had the National Film Theatre compiled a season to celebrate the anniversary according to this interpretation, it might have occupied one day of screenings and still have left time for a seminar.

A somewhat broader view is surely the right one. It was obvious from the start, not least to Léon Blum, that the movement represented more than the achievement of a parliamentary majority. It was one of several European attempts by the Left to unite against the threat of Fascism and must therefore be viewed in relation to the deteriorating international scene. And in France, the 1936 elections were followed by strikes and occupations of factories which within two weeks involved more than a million French workers. The occupations were intended both to show the workers' support for "their" government and to serve notice on it that they would not be disappointed, as they had been by the *Cartel des gauches* in the Twenties. The workers' action was an embarrassment to Blum, as it was a surprise to the Communists and the trade unions, a spontaneous reaction illustrating the huge expectations that the Popular Front had aroused and forcing a confrontation between these expectations and the reality of what might be achieved within the French parliamentary system.

In France (as in Britain) there was widespread sympathy for the Left among intellectuals willing to commit themselves to the struggle against Fascism. The cooperative spirit demonstrated by the factory occupations was reflected in two films. Jean Renoir's *La Crème de Monsieur Lange* (shown on June 3), by the director whose work is the purest expression of the "Popular Front spirit", is the story of a working group taken over by its employees when the boss absconds; when he threatens to return and destroy the workers' enterprise, Monsieur Lange, a writer of pulp fiction whose work has been produced by the firm, kills him. Julien Duvivier's *La Belle Équipe* (June 7), on the other hand, suggests more of the ambiguities of the time, not least in the alternative optimistic and pessimistic endings that Duvivier made for his story of five unemployed workers who win the lottery and set up a restaurant. Re-viewing it, Georges Sadoul criticized the narrowness of Duvivier's outlook: "five men cannot create a little world of happiness."

Happiness, Saint-Just observed some 150 years earlier, was a new idea in Europe and the Thirties were characterized less by happiness and its contrary, than by cynicism and hope. *L'Épave* (June 12), André Malraux's

Competition No 75. Report by Scylla. You were asked to supply "blurbs" for television plays, films or "sit coms" which would put us off rather than make us watch. Popular this, but some of you tried too hard to be funny, names and all. The best entries were those near enough to the real thing that the humour followed naturally, unforced.

I had 1 fear to disqualify all the entries on talks and sports programmes, funny and apt as some of them were. I enjoyed, for instance, V Ernest Cox's "world jigsaw championships" and fear it may well appear on our screens some day. E O Parrott's proposed 75 quiz (at the Ideal Home Exhibition) was interestingly boring too.

Each for these short, but off-putting items: Settembrini. Settembrini's last film before he committed suicide. Obviously allegorical but with few or no clues given. Anthony Plum as the hero or heroine.

For All the Saints. Martyrdom in ancient Rome, but with lions so many and the Coliseum none too firm it takes faith to get through Arena and cars full of Bronx accents.

George Moor's The Hermit. Third part of Heinrich Tool's eleven-hour saga about a middle-aged bus driver who takes to his bed to review his life. Clever use of grainy black and white for flashbacks and soft-focus sepia tones for the dream sequences help viewers to orientate themselves. Unusual syntax of the sub-titles provide diversionary amusement during slower scenes.

Happy birthday, Lurleen Fagg. Another chance to see the song and schmaltz spectacular as the "Stitty

Cherry time

Robin Buss describes the background to an NFT season on the cinema of the French Popular Front



film of an episode in his novel, was shot in Spain at the end of the decade, using non-professional actors, most of whom had actually taken part in the Spanish Civil War and fought in the kind of operation the film depicts. More than this semi-documentary element, the film is memorable for its picture of village life, illustrating the cooperative organization of the Republican struggle and culminating in the scenes of the procession down the mountain saluting the dead and wounded Republican airmen with clenched fists and determined faces. Malraux went on to resist fascism against the Germans in France and ended as De Gaulle's Minister of Culture (his main achievement being the cleaning of Notre-Dame).

The cooperative approach was difficult for some to grasp in the context of French politics in the Thirties which were notable for scandalous cases of individual corruption. When Renoir made *La Marseillaise* (June 9), show-

ing the Revolution of 1789 through the eyes of ordinary participants, it was dismissed in the *Revue hebdomadaire* as "not a revolution, or even a revolt; an anecdote at the most." There were plenty of films, on the other hand, directly or indirectly expressing a cynical view of contemporary French society. *Eusèbe député* (June 22) and *Avec le sourire* (June 20) are direct social satire, but the most characteristic films of the period are those in which Jean Gabin, as an ordinary worker, finds his aspiration for simple happiness thwarted (*Le Jour se lève*, June 25). In *L'Entraineur* (June 18), a relative rarity, Michèle Morgan is a call-girl who tries to escape into respectability, only to be told that "it's not a good idea to mix dishcloths and towels" and to be offered the best that a woman of her class can expect: an apartment where the father of the man she loves will set her up as his mistress. "Do you think that one can be happy for more than an hour, or a night?" she asks.

It is a question posed by many films of the time and answered, in most cases, in the negative. The Blum government's outstanding achievement was the Malignon agreements, giving workers trade union rights, security against unfair dismissal, a forty-hour week and two weeks' paid holiday. Blum had come to power with a majority of less than one-and-a-half million votes and resigned a year later (though the Front continued, in name, until 1938). His government had betrayed many expectations, notably in its failure to support the Spanish Republic.

Cinema journalists proclaimed the advent of a "great school of French cinema", but distinguished in its leading figures between their work and their politics: "those rather insipid spectacles and celebrations" one wrote, referring to Renoir's Popular Front films. The NFT season contains some examples of anti-Front prop-

aganda (*Choc en retour*, June 14; *Baccara*, June 17); of the popular genre of Foreign Legion films, including Léon Poirier's *Catholic* *L'Appel du silence* (June 9); and some later works like Chris Marker's 1977 documentary *Le Fond de l'air est rouge* (June 30), associating the politics of the Thirties with those of the left-wing alliance that brought President Mitterrand to power. One film sums it all up: *Le Temps des cerises* (June 23), made by Jean-Paul Le Chanois in support of the Communist campaign at the elections of 1937. "Cherry time", a moment of happiness, but one which no one expects to last for ever.

The NFT is organizing a seminar on the season (June 27) with René Gilson, Jean-Pierre Jeancolas and Raymond Chirat. There is also an NFT dossier, *La Vie est à nous*, (BFI publications, £2.95) containing four essays on aspects of the cinema of the Popular Front.

Jean-Pierre Jeancolas and Raymond Chirat have both written histories of French cinema in the Thirties and Chirat is the author of the standard catalogue of films from the period. *Works in English include Elizabeth Ströbel's French Social Cinema of the 1930s* (New York, 1980) and *The Golden Age of French Cinema, 1929-1939* by John Martin (Boston, 1983). Readers can also refer to the relevant chapter in Roy Armes' *French Cinema* (Secker and Warburg, London, 1985) and to studies of Jean Renoir and Marcel Carné (whose work was given a Popular Front slant chiefly because of his collaboration with Jacques Prévert).

Above: Jean Renoir's "La Marseillaise" and, inset, "Le Crime de Monsieur Lange"

Literary competition

southern songsmith celebrates her sixtieth. Co-production with WGBH Milwaukee.

Geoffrey Lloyd continuing the North Sea offrig soap opera. Will Hank catch the highlight to Hull before Helga leaves for Heidelberg?

Gerald Vinestock

£5 each for these: In The Queue. (30-minute play) Eshel cannot make up her mind whether her feminine views should permit her to collect her old age pension at the post office. In the queue, she meets Bernard, an Animal Rights campaigner who is wondering whether to renew his dog licence. Richly human and profoundly serious discussion follows, before they decide to go home.

Paul Griffin The Hermit. Third part of Heinrich Tool's eleven-hour saga about a middle-aged bus driver who takes to his bed to review his life. Clever use of grainy black and white for flashbacks and soft-focus sepia tones for the dream sequences help viewers to orientate themselves. Unusual syntax of the sub-titles provide diversionary amusement during slower scenes.

Happy birthday, Lurleen Fagg. Another chance to see the song and schmaltz spectacular as the "Stitty

Surrender Never. The ill-fated expedition of 1896 through which Europeans first became aware of the ferocious Ngili Nus is the background of this rare 1930 Pringsheim masterpiece. Jane Dooley as the nun, Brian Straw as the monodent Major Philpotts and Alice Carew-Withers doing her game as the witchdoctor's glamorous daughter make this early Pringsheim compulsive viewing.

George Moor Southsiders. More life behind the scenes in Southsiders' Hypermarket. Tracey is shocked to hear that Kevin is two-timing her with Les on Delicatessen. Meanwhile Lynda, with the rota for Saturday's cooked-meat counter still unresolved, gets the result of her pregnancy test. And how did last night's power cut affect the frozen fish?

Commuting. A BBC2 film crew spent six months hidden behind the defaced advertising panels in the 7.49 from Broxbourne to Liverpool Street filming the ritual agonies and ecstasies of 200 tight-packed commuters as they read, knit and sleep their way silently to the office. (See *Tonight's Choice*)

D A Prince

Finally £7.50 each for more compulsive non-viewing: *La Mort de Garibaldi* (b/w, 1923) BBC2 Sunday 7.20-11.50pm. (Italian with German sub-titles) Luigi Boccanegra's historic masterpiece, given its title in recognition of the little-known fact that Giuseppe G was born over the border in Nice, continues to fascinate at its third showing. The ageing revolutionary's tragic courage fits several years after his final heroic exploits are particularly vividly portrayed by the late Alberto Domenico. A must for all those who are bored with Magnus M and can't stand Esther either.

John Irwin Witsend is an Eventide Home with a difference - all its inmates once-famous, now-forgotten television personalities. With 20 garrulous, near-senile ex-quiz-masters, game-show-hosts-and-presenters, etc, all boxed in a remote Cumbrian mansion, the fur flies and the fun is furious. Life is one long riot as they pursue old rivalries and relive past triumphs. Only Matron, gorgon-faced Mrs Pazzackerly, with her own inimitable brand of earthy "North Country" humour, can

control this cockpit of competing geriatric egos. Episode one kicks off with two mysteries: who has injected the breakfast boiled eggs with a powerful laxative and sabotaged the video-player on which "King of the Catchphrase" Eddie ceaselessly watches his "Hundred Best" programmes?

Andrew McEvoy Competition No 76. Set by Charybdis. Now that the four-volume Supplement to the Oxford English Dictionary has, after 29 years of work, been completed, the task of revision and expansion will, like the proverbial repainting of the Forth Bridge, have to begin all over again. New words and definitions please (as many attempts as you like, but no single definition to be longer than 50 words) that will have established themselves sufficiently by 2015 to be included in the Supplement to the Supplement. Closing date: June 18.

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RESOURCES

Television

Fail-safe?

Panorama: Who's Failing the Failures?
BBC1 June 2.

"I do not consider that it's my job to produce pupils as cannon fodder for industry," announced a speaker at the Head Teachers' Conference in Cardiff, his script could have been written for him by Christine Chapman to highlight the war between teachers and employers denounced in her *Diverse Report* (Channel 4) on May 27. But that programme, by definition, offers a partisan statement of a dissenting view. What *Panorama* did was to build up a more comprehensive indictment in a slot that clearly illustrates the importance attached to the present debate on the inadequacies of our educational system. The picture it gave of provision for the least able pupils, backed by international comparisons in a study by the National Institute for Social and Economic Research, was not reassuring for parents or an invitation to complacency among educationists.

The report was partial, in more than one sense. Its most striking omission was any mention of the further education colleges which replicate some of the work of the much-lauded German *Hauptschule* with vocational and pre-vocational courses. In cooperation with the Department of Employment, with industry and (through link courses) with schools, FE caters for a higher age-group than the *Hauptschule* but, because of the variety of courses it provides, can give students the opportunity to go on to "academic" as well as "vocational" study, and it has to be included in any broad investigation of the British system.

Television can demonstrate partiality otherwise than by simple omission. John Clare's three-part argument looked at Castle Vale School in Birmingham, a *Hauptschule* in Frankfurt and Spurley Hey School, Manchester,

to contrast the worst and best in British provision for the less able with the still better German solution. We saw Castle Vale's yawning pupils behind their well-worn wooden desks, copying from their maths book in what proved to be a textbook example of a bad lesson, while the brightly-dressed *Hauptschule* pupils performed a role-play job interview across a clean plastic table, or sang a "relevant" folksong about an apprentice looking for work. Finally, at Spurley Hey, the informal classroom arrangement, pointed out the moral of the "small victories" achieved by streaming the less able and offering an alternative curriculum within the comprehensive system. Spurley Hey was on the right lines, we were told, though the pupils' design for a folding prism was "positively primitive" by German standards.

Forty minutes was not long for a programme that ranged from folding prisms to the fundamentals of educational philosophy: in Frankfurt, Hochstadt's Director of Training spoke in Platonic terms of pupils with "practical capacities" and those who "are capable for abstract things". There was praise for the YTS and TVEI, as well as for Spurley Hey's Alternative Curriculum, in support of the conclusion that "we must make an élite of the less able".

The comparison with Germany is valuable in two respects, however. First, it shows how meaningless is the distinction between "academic" and "vocational" education: the idea that students can be "cannon fodder" for industry does not occur to German teachers or employers. Second, it illustrates that the problem is one involving the whole of society. It is important to stress deficiencies in our system but wrong to make scapegoats of teachers. On March 17, *Panorama* compared resourcing of three schools in Cheshire to show gross differences in provision. If the two programmes had a common conclusion, it was that, as a society, we need to commit ourselves to giving a better deal to our children, especially the less advantaged and the less able. It's easy to say.

Robin Buss

On Right to Reply (Channel 4, May 31) we were promised the further irony of David Cohen protesting at the way in which *Open the Box* had used him. There seemed suddenly to be no shortage of victims on and off TV.

What we got, in fact, was a rather embarrassed producer, with his hair tidier than when he is on location, gently chiding another producer (Michael Jackson) for making a fine programme which might conceivably be said to have misrepresented the motives behind the omission of one interview from *Victims*. It showed how you can distinguish television producers from "real people": when the latter are given the right to reply to what television has done to them, they are very hurt and angry.

R B

Spice

Charlie Gets Into Shape
Language Alive!, Birmingham
Sugar and Spice
Breakout Theatre Company, London.

For a variety of reasons, theatre-in-education programmes are frequently more successfully integrated into the junior school day than the more rigid secondary school curriculum. That is certainly the case with *Charlie Gets Into Shape*, a delightful but none the less skilfully-devised programme which Language Alive! are touring around schools in the Balsall Heath area of Birmingham.

Not only is the show itself precisely tailored to the needs of top infants and lower juniors, it comes complete with an exemplary set of teacher's notes suggesting how it can be followed up by work in every subject area. Maths is especially well covered for, as its name suggests, the programme deals with shape and culminates in an orgy of participation as the entire audience attempts to fit a giant "floor" of wooden triangles, squares and rectangles into a precisely-marked area on the floor of the hall.

Less obviously, there are also pages of games, poems and language ideas as well as detailed suggestions on how the drama activity can be used to stimulate art and craft work.

The most surprising feature of it all

is that there is just one man behind the programme. Not only does actor/teacher Steve Ball present the show (in the persona of Charlie the clown), he is also responsible for the teacher's notes. As if that wasn't enough, he also runs a completely different though equally thoroughly researched Language Alive! programme dealing with the problems of homelessness.

The Breakout Theatre Company is hardly a large-scale operation either. It comprises just two people, and everything they need to run their current show *Sugar and Spice* fits into a couple of sacks. Another junior programme, it has already been seen by 10,000 children in the North East and is now touring London schools.

A mixture of staged scenes and participatory discussion, it examines sex stereotyping by parading two contrasting couples: Wally and Dotty embody the traditional (working-class) values of pub and disco, while Francis and Frances strive for a trendier equality. As in Breakout's previous shows there are songs and rap sessions. Everything goes smoothly until Alistair Campbell and Melanie Davies step out of character and talk to the audience. Then attention starts to wander. And no wonder; psychologically beneficial though it might be for boys to cry, the nine-year-olds sitting in front of me were bullied into admitting that they really did enjoy a blubber for all the world as though they were adult men guilty of beating their wives.

Hugh David

ARTS

Life-lines

Waterslain is the Norfolk expression for flooded land. It is also the name which Kevin Crossley-Holland has chosen to disguise the village on the north Norfolk coast where his family lived in the 1950s, and of which he celebrates in a series of poems under that title. *Waterslain* was published last month (Hutchinson £4.95), and during this summer the poet is giving a series of readings from it throughout East Anglia. On these occasions the poems are interspersed with songs from a small folk-group based in the village of Walsham-le Willows near Bury St Edmunds where the first post-production reading was given on the evening of May 10.

In the packed village hall in Suffolk time went back 30 years and from the neighbouring county, the people of Waterslain came alive again: fisherman, parson, school-teacher, shopkeeper, diddakai, publican, eccentrics and rogues all found a voice in these tersely economical poems. Sometimes a woman's voice is needed to get the full impact across, so as well as playing a leading part in the folk-group, Caro

Life-lines

line Feveyer, the daughter of a Norfolk fishing family, joined in the poetry reading. Here as a caretaker of holiday cottages, she complains about the summer visitors:

When the tarmac's in a sweat
and Pooker's field is waterslain,
his leafy books curl up like shrimps.
That serves him right.

The staid needs life, not furriners

A northern spirit broods over the landscape all these people inhabit; and readers who are familiar with Kevin Crossley-Holland's translations and renderings of Norse myths and Anglo-Saxon poems will recognize Fenrir, blood-brother of Shuck, the ghostly black dog that haunts the East Anglian

const. The present is tied to the past, sort of ghostly past when the poet's attention further west and south, that the oldest road in England, the Ridgeway that runs from Avebury across the Berkshire downs and guarded by the

Overseer of Epona and the horses at Lumbourn and the hawks in their hill-stations at Silbury and Chequers

keeper of Dragon Hill and the craters on the bombing range. That poem, "Above the Spring Line" was specially commissioned for an exhibition of paintings by 14 men who visited the Ridgeway at the invitation of the Francis Kyle Gallery, whose work will be on view at Swindon's Museum and Art Gallery until June 29. Further performances of *Waterslain* are booked to take place on June 28 in the Assembly Rooms, Swaffham; in Norwich on July 3 at the Hungate bookshop and on September 24 at the Theatre Royal Bury St Edmunds.

Shirley Toulson

Key works

Boccioni: Unique Forms of Continuity in Space. By John Gollings. 0 946590 24 0.
Ernst: Plein or Revolution by Night. By Malcolm Gee. 0 946590 23 0.
Kandinsky: Cosmics. By Peter Vop. 0 946590 35 4.
Tate Gallery £2.95 each.

The Tate's Modern Masterpieces, which an acknowledged scholar provides a 30-page illustrated survey of key work in the gallery's collection, is similar to the now-discontinued *Artists' Series* from Penguin. As usual, concise introductions to the artist's commentaries on particular works these first three volumes are excellent value for money. Each author has found his own appropriate balance between the stylistic, iconographic, historical aspects of his subject while all are necessarily involved in a complex, ambiguous issues, more sorts to art-historical jargon. The result is three small books that can be recommended to sixth form and college students and a series that provides to be an invaluable addition to anyone's library.

Michael Clarke

Next week

Matthew Relsz on Jean Liedloff; Jonathan Croad on Dora Russell

Passing muster

The Voyage of the Dolphin. Half Moon Young People's Theatre You Are What You Eat. Learning Through Action What's There. Royal Theatre Northampton TIE

What these three places demonstrate beyond all doubt is that the under-sevens make the toughest customers of TIE. Practitioners find both their needs and their responses hard to gauge. One common fallacy is that a programme for this age range must be short, to fit in with children's attention spans.

An eloquent refutation of this theory comes in the shape of *The Voyage of the Dolphin*, which the Half Moon team take over two hours with. On the afternoon I saw it there was complete concentration from a class in which many spoke English as a second language. It's a tale of intrigue on the high seas, where the children play the crew, protect a woman stowaway, obey the rather fierce captain, dance the homprie with the jolly ship's mate, and attempt to get their principal passenger, a lady doctor, to an island where there is rumoured to be a cure for yellow fever.

The team is keenly sensitive to the children's responses, and the captain in particular does a wonderful job of being not so fierce as to frighten the participants and scupper the show. My one reservation is the rather pat ending, in which the misbegotten captain, already bedevilled by women, learns that his trusty mate is a woman too, in a melodramatic hat-snatching scene. The anti-sexist element is far more persuasive when it's implicit (lady doctors, etc) than explicit, and when the captain goes round asking the members of his crew if they are "really" girls they look at him as if he were mad.

Learning Through Action's *You Are What You Eat* is a piece of more or less pure propaganda, aimed at helping five to seven-year-olds distinguish between what's good for them and what's not. If children see it in the morning and take its simple message to heart, they may find their packed lunch or school dinner won't pass muster.

The programme is lively, enjoyable (particularly Percy the Potato's autobiographical explanation about why he's better eaten in his jacket than chipped), but it isn't TIE in the accepted sense. Lacking any form of narrative or real characterization, it's more a colourful simulation game in which the children shop for food to make balanced breakfasts, packed lunches or colour-coded. As such it delivers and reinforces information but does nothing in the way of understanding. And the problem of explaining to infants what happens to people's

wrong foods is sidestepped. Northampton's *What's There* is their first devised piece, and it aims to give young children an idea of what "past" is by likening the idea of time to work. There's a long, fairly redundant slide show to start with, in which the lecturer is an expert demonstrating her exploring experiment. Soon we are introduced to characters who in the end we are inhabiting the same desert island. One is a Victorian Lady, shipwrecked on her way to India, one is a woman of the Eighties here, and even the seven-year-olds appreciate the irony of the Victorian Lady's reduced powers and status. One of the most interesting, the whole thing comes rather abrupt (and dramatically full stop).

The programme makes only a few ferential nod toward being "participatory", involving the children as people who are watching a lecture. And the story line is attractive to the point of getting children to understand the concept of time seems slightly unwise.

Nick Baker

Half Moon Young People's Theatre 01-797 1141: **Learning Through Action** 01-797 665556: **Royal Theatre Northampton** 01-797 665556

Earlier this year Polaroid became the only horse in a one-horse race. The Cambridge, Massachusetts company won a 10-year court battle against Kodak. A United States judge held that Kodak's instant picture cameras and film infringed Polaroid's master patents on instant picture photography.

Although the court case was decided in North America, it has put Kodak out of the instant picture film business all round the world. Kodak made all its instant picture film in America, so the supply has simply dried up. Anyone who owns a Kodak instant picture camera can claim compensation in cash or kind from the company.

The court case has hit Kodak in other areas too. Like several Japanese companies, Kodak has developed a still picture system which records 50 colour television pictures on a tiny magnetic floppy disc, similar to - but smaller than - a computer floppy. The pictures from the disc are displayed on a TV screen and the system is intended for education and industry. Kodak's original plan was to let users make hard copies of the video image on screen with a modified instant picture camera, but Polaroid's court win now makes this impossible.

The big temptation for Polaroid would be to sit on its corporate laurels, but instead the company is still spending nearly 10 per cent of its sales income on research and development. At the National Association of Broadcasters Convention in Dallas, Polaroid demonstrated a freeze-frame video-photo recorder which will sell in America for around \$2,000. It freezes any picture taken from a video programme in a computer memory. Then, at the press of a button, it makes a permanent record on Polaroid instant picture film.

Cost of the system is kept low because the image recorder uses only a black and white television tube. The film is automatically exposed three times, through red, green and blue filters. Students can film an experiment with a video camera, replay the moving sequence through a TV set and capture a permanent frozen image of crucial steps. There is no firm date yet for the UK launch.

There is, however, a firm launch date for Polaroid's new instant picture camera, to be called Image System. It will appear in September, at a cost of £129, with built-in flash. The film will cost the same as existing Polaroid film;

Snap!
Barry Fox reports on the latest developments from Polaroid

around £6 for 10 shots if the packs are bought in pairs.

The first Polaroid cameras required the photographer to peel two sheets of paper apart after a carefully-timed interval. The more modern SX70 and 600 Polaroid cameras require no peeling. The film pops out of the camera after exposure and develops automatically. The new Image System builds on SX70 and 600 technology, with improvements to both camera and film.

The Image System focuses its lens automatically by sonar. A tiny loudspeaker emits a pulse of inaudible ultrasound. The speaker then func-

tions as a microphone to receive an echo signal from the object being photographed. The delay tells the camera focus.

Conventional cameras adjust focus by moving several spherical lens elements closer together or further apart, like a telescope. Image uses three lens elements, two fixed lenses and one kidney-shaped panel which pivots between the other two like the moving filling of a sandwich. The central element is injection-moulded from perspex and has a wavy contour like a rolling landscape. As it moves, the

film speed, incidentally, is 600 ASA. This is necessary because the maximum lens aperture is f10. Bear this in mind when taking Image X-ray through airports. Some X-ray machines, especially in the USA, are only safe up to 400 ASA.

The system can be operated by radio remote control operating at CB frequencies; which is useful for nature photography. The inevitably noisy film ejection process can be delayed, for instance where the camera is in a church.

The film will be made in America, but the camera is being mass produced by the 1,200 workforce at Polaroid's Scottish factory, in the Vale of Leven.

Varied offerings

Window Bubble Resource Cards
Pack A301, £4.79+VAT; Pack A301-1, £9.50+VAT
Calendar Tabs

Pack A71-4 (1987), £1.60+VAT
Philograph Publications Ltd, distributed by Philip & Tacey, North Way, Andover, Hants SP10 5BA.

Handwriting Skills
By Trevor Andrews
Books 1-4, 65p each
Macmillan Education, Little Essex Street, London WC2R 3LF.

Teachers do not always yearn for computers and minibuses. They are just as thankful for unassuming classroom aids which make the job a little easier, and if they are of the order of cheapness whereby the head will sign the order form without putting down

his coffee cup, then so much the better. These varied offerings come into that category.

Many classroom activities involve the children in collecting small objects - seeds, flowers, leaves, stones, shells. This kind of material is not easy to store or display neatly, and all too often ends up as dusty fragments in desks and drawers. *Window Bubble Cards* offer a sensible way whereby each child can mount its own collected objects.

The system consists of cards, ruled into boxes for neat labelling, and transparent plastic blisters which can be stuck on to the cards to enclose the collected items. The blisters have flat flanges which make it easy to stick them down with glue or tape. Pack A301 has 30 cards of A5 size, and 30 transparent blisters in five different shapes and sizes, the largest being

11cm x 8cm. Pack A301-1 has 30 A4 cards and 45 blisters in six shapes and sizes up to 16.5cm x 12.5cm, a size which makes it possible to display small pieces of art or craftwork, or items lent by parents and friends.

This is a very sensible piece of equipment - a neat and simple solution to a classroom management problem.

The four handwriting skills books are consumable workbooks full of lively activities, starting at the beginning of Book 1 with printing patterns to develop co-ordination and control. Mindful of the fact that handwriting is a matter not just of shape but of rhythm and movement, children are encouraged, by a system of symbols, to work the exercises at varying speeds. The basic system of copying and tracing is familiar enough, and most teachers will use something like it.

There is a lot more material here

combined optical effect of the sandwich changes focus.

The idea is old but made practical only by modern computing power. The new lens is called Quintic because there are five levels of polynomials in the two-page formula and 88 mathematical coefficients needed to describe the wavy contour.

Exposure setting is also automatic. Thirteen integrated circuits make 30 decisions on lens aperture, flash power and shutter speed. In daylight the flash still contributes a fixed 25 per cent of the light illuminating the scene. This fills in shadows and eliminates what Polaroid calls the "Rembrandt effect" - a flash-lit foreground subject with a pitch black background.

The Image System uses two, instead of the usual one, photo-sensitive diodes to measure the amount of light available for photography. One diode has a light green filter and measures visible light; the other has a dark filter which blocks visible light, so it measures only infra-red and reads shades of grey. A combination of the two sensor readings gives the best average of the light reaching the film. So far only cashmere wool has been found to fool the system by absorbing all the infra red it receives!

The film uses new chemistry. There are 16 layers in the emulsion. Those which record red and green light are the same as in existing Polaroid film; they work by developing dyes. The blue layer works by releasing dye. The developer and release layers behave independently. There is no chemical cross-talk. The result is improved green imaging. Polaroid plans eventually to use the same chemistry in film packs for existing cameras. So far it will be available for Image cameras only.

Film speed, incidentally, is 600 ASA. This is necessary because the maximum lens aperture is f10. Bear this in mind when taking Image X-ray through airports. Some X-ray machines, especially in the USA, are only safe up to 400 ASA.

The system can be operated by radio remote control operating at CB frequencies; which is useful for nature photography. The inevitably noisy film ejection process can be delayed, for instance where the camera is in a church.

The film will be made in America, but the camera is being mass produced by the 1,200 workforce at Polaroid's Scottish factory, in the Vale of Leven.

A sense of déjà-vu

Computers and their Applications
Masters by B Weaver and P McGee
Price £25

Edward Arnold, 41 Bedford Square, London WC1B 3DQ.

Maybe when you read the above details, like me you experienced two double-takes. The first is caused by a sense of *déjà vu* at the title; the second comes from the price.

A closer look resolves. Indeed Weaver and McGee already authored a book with this title; it was at the time (well over three years ago) a valiant and fairly successful attempt at a textbook in CSE-type computing. This £25 package is in fact a set of black-line masters to support that nice little book, and the price is presumably some attempt to recoup the huge sums that would otherwise have been paid in copyright fees.

The pack actually consists of 42 cards from which A4 worksheets are readily produced by photocopying (or, of course, otherwise). There is also an eight-page booklet of very tightly packed teachers' notes on the use of these resources, and it is clear that a great deal of effort has gone into the planning of the material.

All the same, one must express some concern. In particular the language level of the material is rather high, and it is certain that the "average" students of CSE Computer Studies (for whom the material would otherwise be outstandingly valuable) would struggle without a great deal of teacher translation. Another problem is that the cards are not always stand-alone. In a number of cases one refers directly to a second, for instance. This leads to potential problems of administration.

Certainly a lot of work has gone into the production of this material, so that despite its price, purchase is very well worth considering by teachers of formal school courses in computing. Such a pity, though, that it took so long to reach fruition after the book which it supports.

Eric Deeson

notes

WAR RECORDS
The effects of the First World War in one English county are documented in a resource pack produced by the Hampshire Record Office and County Museum Service.

The pack contains 28 photographs and extracts from contemporary documents portraying events on the home front during the years 1914-1918. It also includes entries from the log book of a village school and several reports from the local newspaper on the announcement of war, letters from local men serving in the trenches, and deliberations on those applying for exemption from military service.

The pack was originally designed for children of the 9-11 age range, but could be useful to anyone.

Hampshire Record Office, 20 Southgate Street, Winchester SO23 9EF, price £3.75 + 60p postage and packing.

SPECIAL NEEDS
Two new sets of cards for children with special needs have just been published. "Clothes" and "Body Parts" both have colour photographs designed to stimulate spoken language as well as offering sorting and matching activities. Price £4.35 per set, from LDA (Learning Development Aids), Duke Street, Wisbech, Cambs PE13 2AE.

Software

This month's software reviews will appear in next week's Computers Extra.

Jackie Hardie

Grappling with History

James Bromwich previews two radio series on ways of reconstructing the past

SCHOOL RADIO

Teaching History
BBC Radio 4 VHF
June 12 and 13, 00.30-1.10am.

BBC-produced booklets on the national criteria for History teaching have now been dispatched to all secondary schools. In itself this is a valuable addition to the literature advising teachers on how to plan and, more especially, actually teach GCSE History. But a special effort should be made by schools to record the two programmes as they provide a significant insight into how other teachers have approached major issues raised.

The programmes have been very well planned and edited to give useful indications in the handling of the criteria in the classroom. Martin Booth's sensitive continuity and questioning lead us through various teachers' objectives for their forthcoming lessons, the actual class that followed and their own summary of what they think the children have learnt. Lines of possible enquiry are then suggested. Most divides the programmes into sections to allow the listener a break for thought.

The format is valuable because it is so rare for teachers to be able to hear how colleagues actually tackle History in the classroom and, because we hear the children as well, we can make our own assessment of their effectiveness.

"Using Sources" takes up most time, the whole first programme being devoted to this area. The second looks at conceptual development, empathy and the organization of work as part of course assessment. Naturally the latter are covered in less depth but in all

cases include examples of classroom practice. As one of the teachers forcefully notes, funding will be vital in making national criteria a reality—especially in using sources. When you only have a piece of chalk and a half set of aged textbooks available, the ideals embodied in the criteria can seem very "unrealistic". But these are broadcasts to stimulate ideas and responses, and hopefully take hold of the opportunity to help children recognize the lasting value of history.

SCHOOL RADIO

Radio History: A Level
BBC Radio 4 VHF
June 9-11, 00.30-1.10am.

Over recent years it has become axiomatic that the study of primary material should form an essential part of A level History courses; original sources not simply to illustrate a textbook conclusion, but to provide historical evidence that must be critically examined. It is both the most exciting aspect of History teaching and the most demanding—not least because many History teachers lack expertise in it. This short series of three programmes provides stimulating support for all teachers working with primary sources, however experienced.

Dr David Starkey demonstrates in the first programme how interpreting a document is based on our prior knowledge of context and leads to an extension of that knowledge. It can test our preconceptions or help us revise prevailing theories. In their different ways all three historian presenters do this.



Lancashire Pit-Brow Women

Starkey's approach is as historian-detective. Using his own work, exploring the records of Henry VIII's court, he explains how he came to challenge the Elton thesis on Tudor government. The key document discussed in the broadcast is not one that specifically led to his revisionist reinterpretation, but one that dramatically joins mundane court life to an execution. Sir Francis Weston's last letter to his family is quoted, then the reverse is described. This itemizes his debts and specifies other court functionaries to whom he owed money; it is easily followed in the notes provided. It was Starkey's detailed study of such lists that led him to the conclusion that the Privy Chamber was the crucial organ of government in the period, not new state departments.

In the second programme, "Red Clydeside" is examined by Dr Murdoch Rodgers. His presentation of sources is quite different. The first part is a semi-dramatized reconstruction of events at Rodgers sees them, using readings linked by his comments covering the events and issues raised by the Clydeside troubles of 1915-1919. The second part introduces two historians who have come to contrasting conclusions about their significance.

The highpoint here is a paper put together by a local munitions official advocating the arrest of various "agitators". Dr Iain Maclean and Dr James Hinton explain why they disagree on how what the official meant and what significance should be placed on the paper.

"An Unsolvable Job for a Woman" looks at a piece of "lost" women's history, the pit-brow debate of the 1880s, a campaign linking physical,

moral and economic arguments on the "impropriety" of women working at the pithead sorting coal. The range of sources is impressive, even including oral evidence of women carrying out similar work in the 20th century.

However, the role of sources is perceived differently by Dr Angel John. Rather than providing the evidence for a debate between historians (the discussion between them is the weakest part), it raises the question of what constitutes History and how a whole range of evidence can be assembled that does not exist in conventional textbooks. It shows most effectively how our reconstructions of the past derive from our concerns in the present.

My criticisms are carping. A list of 17 skills to be used with documents is intimidating for many teachers, let alone students. This part of the notes should be treated as pure reference. Radio actors reading the quotations also leave me uneasy at times. Does not exaggerated emphasis pre-judge?

But overall this is a fine series which should be used extensively. The programmes grapple with evidence and put History to the forefront as a questioning subject. They should be used carefully. At 40 minutes each, they are far too long for continuous concentration and have been deliberately prepared to be treated in segments.

The next series could emphasize more clearly suggested breaks. The notes, which can be photocopied, provide excellent background material and some of the documents quoted, though unfortunately not all of them. Recording the broadcasts should also enable teachers to treat their tapes as resources that students can take away and digest in small doses.

briefings radio & tv

For schools

DOCUMENTARY RE-RUN

(Monday, 10.38 ITV)
"A Message from the Falklands" is a First Tuesday report based on a set of letters written by Lieut David Tinker to his family during the Falklands War in which he was to die. There is no analysis of the war, just the hopes and fears of a young man.

ZIG ZAG

(Mon 11.00, Wed 14.40 BBC2)
The Zig Zag DIY Festival of Animation shows extracts from films made by the eight to 10-year-old audience in response to an earlier unit on animation.

RADIO HISTORY: A LEVEL

(Monday-Wednesday, 00.30 VHF4)
This short series aims to offer A level students help in using and interpreting documentary sources. (See preview.)

MINDSTRETCHERS

(Tuesday 12.02, Wednesday 11.33, Friday 9.45 BBC2)
Problems surrounding "The Spy Who Came in from the Cold" on Tuesday and Wednesday involve 10 to 12-year-olds unravelling messages in cypher.

FINDING OUT

(Wednesday, 9.47 ITV)
The first of two programmes on Austria. Here seven to nine-year-olds learn the strategic importance of the country and its capital city Vienna, before meeting the Schmidt family.

LOOK, LOOK AND LOOK AGAIN

(Wednesday, 14.18 BBC2)
"Bits and Pieces" looks at different ways of arriving at an idea for a work of art. Shows children in Wiltshire thinking about contrasts and children in Leish building a city of the future.

PICTURE BOX

(Thursday, 10.11 ITV)
The fascination of dinosaurs is limitless for eight to 11-year-olds. The next two weeks feature animated films which are realistic re-creations of what life on earth was like when dinosaurs roamed free.

NOTICEBOARD

(Thursday, 9.05 VHF4)
Junior school teachers get a preview of topics to be heard in next term's "History Long Ago".

NEAR AND FAR

(Thursday, 11.00 BBC2)
A topical programme on the effects of drought throughout the world. Nine to 11-year-olds find out what can be done to reduce the impact of droughts.

NOTICEBOARD

(Thursday, 11.00 VHF4)
Information for secondary teachers on two new series in the personal and social education programme.

TEACHING HISTORY

(Thursday, Friday, 00.30 VHF4)
A short series designed to inform teachers of developments in the subject. (See preview.)

Titles Available For Recording From Sunday 8 June 1986
Approximate Transmission Times.

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Sunday 8 June
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6.15 The British Progression For Code 3
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7

CAMBRIDGESHIRE

Huntingdon and Northern Areas

APPOINTMENT OF 2 ADVISORY TEACHERS FOR UNDER 5's (Scale 3)

Two posts, initially based (i) in Huntingdon and (ii) in Wisbech are being established from 1st January 1987, for work in schools and for involvement in training of personnel concerned with under 5's.

Particulars and application forms for both posts from the Senior Area Education Officer, Cambridgeshire, Princes Street, Huntingdon PE18 6NS (SAE please).

Closing date for applications 25th June.

EQUAL OPPORTUNITY EMPLOYER

NURSERY EDUCATION

HERTFORDSHIRE
EASTBROOK INFANTS
School
St. Agnes Lane, Hemel Hempstead
Tel: 0494 62366
Required for September 1986, a Nursery Teacher Scale 1 to work in co-operation with another teacher and two Nursery Nurses in a 40 place Nursery Class. Visits welcome. Apply by letter to Head giving curriculum vitae and names and addresses of two referees. (G.A.E. please). 15/4/86 100026

LONDON N16
SIMON MARKS JEWISH
PRIMARY SCHOOL (J.M.I.)
78 Cranborne Road, London N16 6PD
Tel: 01-206 6048
Head: J. H. Leader
Required for September 1986, an experienced Nursery Class Teacher (Scale 2) to work with a team of four in our purpose built unit. Although Jewish in concept the Nursery reflects the multi-cultural nature of the school and though our children come from all backgrounds and cultures we try to make them aware of their common heritage. (15/3/86) 100026

OLDHAM
DOROUGH C/O OLDHAM
EDUCATION COMMITTEE
FOXGLOVE SCHOOL
Chadderton, Oldham
NURSERY TEACHER -
Scale 1 (S)
Required for September 1986 at this school for a purpose built unit. Special school experience not essential.
Application forms (a.s.a.) for September 1986 at the school, returnable to him by 18th June.
An Equal Opportunity Employer. (15/3/86) 100026

RICHMOND
UPON THAMES
LONDON BOROUGH OF
RICHMOND
THAMES
(An equal opportunity employer)
HAMPTON WICK
INFANTS SCHOOL
Normansfield Avenue,
Teddington, Middlesex
TW20 1 2PS
Tel: 01-877 3571
NURSERY TEACHER
SCALE 1 plus Outer London Allowance
A Scale 1 Nursery Teacher is required for September 1986 or January 1987, to be responsible for a 35 place nursery class based in a purpose built unit attached to the school. The post is established and applicants should have nursery training and experience.
Forms and further details (a.s.a.) from the Director of Education, Richmond House, Twickenham TW1 3QB, returnable to the Headteacher at the school by Monday 16th June, 1986. (15/3/86) 100026

WALTHAM FOREST
AN EQUAL OPPORTUNITY
EMPLOYER
CHASE LANE INFANTS
SCHOOL
Chase Lane, London E4
Action Head: Mr. M. Totham
Required for September 1986, an experienced Nursery Teacher, required to co-ordinate the open plan 40 place Nursery Unit. Apply by letter to Head giving curriculum vitae and names and addresses of two referees by 17th June 1986. Ref: P13/3. 100026

KENT COUNTY COUNCIL
EDUCATION DEPARTMENT
NORTH KENT AREA
St. Matthew's C.E. Infant School
(Controlled)
Borstal Road, Rochester, Kent ME1 3LF
Appointment of
Headteacher
Group 3 Roll 138 (Spring Term 1986)
Appointment to take effect from January, 1987.
Application form and further details from the Area Education Officer, Fort Pitt House, New Road, Rochester, Kent (s.a.e. please), to whom they should be returned by 27th June, 1986.
Re-advertisement — previous applicants need not re-apply.

CLARENDON JUNIOR SCHOOL
Tidworth, Hampshire, SP8 7QD
N.O.R. 290
Required for September, 1986, a Junior Teacher.
Written letters of application to be sent to the Head Teacher, stating age, giving particulars of education, training and experience and also the names and addresses of two referees by the 17th June, 1986.

HARNHAM COUNTY INFANTS SCHOOL
Saxon Road, Salisbury, SP2 6JB
N.O.R. 126
Required for September, 1986, or January, 1987, an Infant Teacher.
Written letters of application to be sent to the Head Teacher, stating age, giving particulars of education, training and experience and also the names and addresses of two referees by the 17th June, 1986.

COLLINGBOURNE C.E. CONTROLLED PRIMARY SCHOOL
Collingbourne Duca, Marlborough, SN8 3EN
N.O.R. 86
Required for September, 1986, a Teacher for Lower Juniors.
Written letters of application to be sent to the Head Teacher, stating age, giving particulars of education, training and experience and also the names and addresses of two referees by the 17th June, 1986.

CHRIST CHURCH C.E. CONTROLLED PRIMARY SCHOOL
Berryfield Road, Bradford on Avon, BA15 1BT
TEMPORARY TEACHER SCALE 1
N.O.R. 432
Required from 1st September, 1986, for one academic year. Games/Technology/Music strengths would be distinctly advantageous.
Application form and further details (SAE please) from and returnable to the Head Teacher by the 24th June, 1986. (01094)

KENT COUNTY COUNCIL

WALTHAM FOREST
AN EQUAL OPPORTUNITY
EMPLOYER
DOWNHILL INFANTS
SCHOOL
Downhill Road, London E15
Headteacher: Miss S.J. Brodie
Nursery Teacher required for 30 ft purpose built open plan nursery.
SCALE 1 plus Outer London Allowance and Special Priority Allowance. Ref: P23/8.
Nursery teacher required for purpose built open plan nursery with 60 f.t.e. places. Newly qualified teachers welcome.
SCALE 1 plus Outer London and Special Priority Allowance. Ref: P23/4.

WHITEHALL PRIMARY
SCHOOL
Normanton Park, London E4
Head: Miss D. Cullimore
Nursery teacher required for this modern purpose built nursery which is an integral part of a primary school.
SCALE 1 plus Outer London Allowance. Ref: P23/10.
Application forms and further details for above three posts available on receipt of a s.a.e. from and returnable to the Head Teacher concerned. (15/4/86) 100026

AVON COUNTY
SOUTHDOWN COUNTY
INFANTS SCHOOL
Mount Road, Southdown, Bath BA2 1LG
Applications are invited for the Headship of this school. Salary in accordance with Group 4 plus Social Priority Allowance. Vacancy from 1st January 1987.
Further details from (see please), and application form (returnable by 20th June 1986) from the Director of Education, Avon House North, PO Box 51, James Barton, Bristol BS9 9JN.
Avon as an Equal Opportunity Employer considers applicants on their suitability for the post, regardless of sex, race, disability or sexual orientation. (15/6/86) 110010

Primary School
Education
Headships

AVON COUNTY
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INFANTS SCHOOL
Mount Road, Southdown, Bath BA2 1LG
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AVON COUNTY
ST. MARY'S C.E. VA PRIMARY
SCHOOL
Thorpe, Bristol BS1 1JJ
Applications are invited for the Headship of this school. Salary in accordance with Group 4 Vacancy from 1st January 1987.
Further details from (see please), and application form (returnable by 20th June 1986) from the Director of Education, Avon House North, PO Box 51, James Barton, Bristol BS9 9JN.
Avon as an Equal Opportunity Employer considers applicants on their suitability for the post, regardless of sex, race, disability or sexual orientation. (15/6/86) 110010

AVON COUNTY
BISHOP ROAD COUNTY
PRIMARY
Bishop Road, Bishopston, Bristol BS7 8BT
Applications are invited for the Headship of this school. Salary in accordance with Group 4 Vacancy from 1st January 1987.
Further details from (see please), and application form (returnable by 20th June 1986) from the Director of Education, Avon House North, PO Box 51, James Barton, Bristol BS9 9JN.
Avon as an Equal Opportunity Employer considers applicants on their suitability for the post, regardless of sex, race, disability or sexual orientation. (15/6/86) 110010

KENT COUNTY COUNCIL
EDUCATION DEPARTMENT
NORTH KENT AREA

St. Matthew's C.E. Infant School
(Controlled)
Borstal Road, Rochester, Kent ME1 3LF
Appointment of
Headteacher
Group 3 Roll 138 (Spring Term 1986)
Appointment to take effect from January, 1987.
Application form and further details from the Area Education Officer, Fort Pitt House, New Road, Rochester, Kent (s.a.e. please), to whom they should be returned by 27th June, 1986.
Re-advertisement — previous applicants need not re-apply.

CLARENDON JUNIOR SCHOOL
Tidworth, Hampshire, SP8 7QD
N.O.R. 290
Required for September, 1986, a Junior Teacher.
Written letters of application to be sent to the Head Teacher, stating age, giving particulars of education, training and experience and also the names and addresses of two referees by the 17th June, 1986.

HARNHAM COUNTY INFANTS SCHOOL
Saxon Road, Salisbury, SP2 6JB
N.O.R. 126
Required for September, 1986, or January, 1987, an Infant Teacher.
Written letters of application to be sent to the Head Teacher, stating age, giving particulars of education, training and experience and also the names and addresses of two referees by the 17th June, 1986.

COLLINGBOURNE C.E. CONTROLLED PRIMARY SCHOOL
Collingbourne Duca, Marlborough, SN8 3EN
N.O.R. 86
Required for September, 1986, a Teacher for Lower Juniors.
Written letters of application to be sent to the Head Teacher, stating age, giving particulars of education, training and experience and also the names and addresses of two referees by the 17th June, 1986.

CHRIST CHURCH C.E. CONTROLLED PRIMARY SCHOOL
Berryfield Road, Bradford on Avon, BA15 1BT
TEMPORARY TEACHER SCALE 1
N.O.R. 432
Required from 1st September, 1986, for one academic year. Games/Technology/Music strengths would be distinctly advantageous.
Application form and further details (SAE please) from and returnable to the Head Teacher by the 24th June, 1986. (01094)

County of Cleveland

An equal opportunities employer.
Closing date: 20th June, 1986.
All posts for September 1986, unless otherwise stated.
Application forms and further details for the undermentioned posts obtainable from and returnable to the Head Teacher at the school unless otherwise stated. Applications by letter should include details of Education, Training, Qualifications and Experience with household removal expenses may be available in approved cases.

Primary Schools
FAIRFIELD INFANT SCHOOL, Glenfield Road, Stockton, Cleveland, TS19 7PW.

Head Teacher (Group 4)
Applications are invited for September 1986, or as soon as possible thereafter, for the post of head teacher.

Application forms and further details obtainable from and returnable to The County Education Officer, Education Offices, Woodlands Road, Middlesbrough, Cleveland, TS1 3BN. (Tel. Middlesbrough 248155, Ext. 3017).

BRAMBLES PRIMARY SCHOOL, Lilac Grove, Middlebrough, Cleveland, TS3 9BZ (Tel. Middlesbrough 210704).

Deputy Head Teacher (Group 6)
Required for September, 1986, or as soon as possible thereafter, an experienced teacher to take a leading role in staff development, curriculum innovation and the Special Needs area. The school is situated in East Middlesbrough and has an S.P.A. designation.

Secondary Schools
IAN RAMSEY C.E. (AIDED) SCHOOL, (11-16 mixed comprehensive, 1100 on roll), Greens Lane, Stockton, Cleveland, TS16 5AJ, (Tel. Stockton 685205).

Scale 1 Physical Education (Boys)
CONYERS SCHOOL, (11-18 mixed comprehensive, 981 on roll), Greb Lane, Yarm, Cleveland, TS15 9ET, (Tel. Eaglescliffe 783253).

Scale 1 French
A teacher of French is required in this 11-18 school. Ability to offer German an advantage but not essential. Modern languages are taught to 16+ and 'A' levels.

ACKLAM GRANGE SCHOOL, (11-16 mixed comprehensive, 1442 on roll), Lodore Grove, Acklam, Middlesbrough, Cleveland, TS6 8PB, (Tel. Middlesbrough 817667).

Scale 1 French
A teacher of French is required in this 11-18 school where French and German are taught to 16+ level.

NUNTHORPE SCHOOL, (11-16 mixed comprehensive, 1069 on roll), Guisborough Road, Nunthorpe, Middlesbrough, Cleveland, TS7 0LA, (Tel. Middlesbrough 310681/2).

Scale 1 Physical Education (Boys)
ST. DAVID'S R.C. (AIDED) SCHOOL, (11-16 mixed comprehensive, 980 on roll), Cowley Road, Acklam, Middlesbrough, Cleveland, TS7 9EY, (Tel. Middlesbrough 822124).

Scale 1 Modern Languages
At present French is taught. German is to be introduced.
Applications to be returned to the Chairman of Governors at the school. (01095)

WEST GLAMORGAN
County Council
Education Department
PRIMARY HEADSHIPS
Applications are invited for the following posts to commence in September, 1986, or as soon as possible thereafter.
Garnswilt Primary School, (Mixed) (21 on Roll) (Age Range 3-11).
A Headteacher for this Group 1 School. (Post Ref: 1-14:86).
Kneilton Primary School, (Mixed) (158 on Roll) (Age Range 3-11).
A Headteacher for this Group 4 School. (Post Ref: 2-14:86).
Application forms and further particulars for the above posts are available upon receipt of a large stamped addressed envelope from the Director of Education, Personnel Section, West Glamorgan County Council, County Hall, Swansea, SA1 3SN.
The Closing Date for the receipt of completed applications is THURSDAY, 19th JUNE, 1986.
JOHN BEALE
DIRECTOR OF EDUCATION
(010109)

West Hill C.P. School (Junior Dept), Dartford Road, Dartford, Kent DA1 3DZ
Appointment of
Headteacher
Group 5. Roll 242
Applications are invited for the post of Headteacher from January 1987 following the retirement of the present Headteacher.
Further details and application forms from the Area Education Officer (see please), 132 Windmill Street, Gravesend, Kent.
Closing date: as soon as possible.

SHROPSHIRE EDUCATION COMMITTEE
Equal Opportunities Employer
PRIMARY HEADSHIPS
Burnham Primary and Special - Group 2
Applications are invited for the headship of:
Burford CE (Controlled) School
Off Foresters Road, Tenbury Wells, Worcester, WR16 8AT
Available from the beginning of the Spring Term 1987.
Application forms and further particulars (SAE) from:
County Education Officer,
Education Department,
Shirehall, Abbey Foregate, Shrewsbury,
Tel. (Shrewsbury) 254406.
To be returned by Friday 20th June 1986. (01205)

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PRIMARY HEADSHIPS

BEDFORDSHIRE
EDUCATION SERVICE
HEADSHIP
CENTRAL LUTON INFANT
SCHOOL
Dunstable Road, Luton
Required from January 1987
Group 5
Estimated number on roll, 7 initially 30 children aged 5 to 7 years.
Application form and further details from the Chief Education Officer, County Hall, Bedford MK43 9AP.
Closing Date: 20 June 1986.
The Council is an equal opportunity employer, and welcomes applications from members of ethnic minority groups, disabled persons and all other sections of the community. (1987) 110010

BUCKINGHAMSHIRE
Equal Opportunity Employer
CHADASH COUNTY MIDDLE
SCHOOL
Burwell Road, Newport Pagnell
Bucks MK16 0DT
HEADTEACHER - GROUP 4
Applications are invited for the Headship of this well established purpose built school in the Newport Pagnell area, outside the city of Milton Keynes, catering for the 6 to 10 age range.
The Headship will be available from January 1987.
The Headship is a full time post and involves the removal of expenses and rented housing must be available in approved cases and there is a wide range of housing to buy in the area.
Application forms and further details are available from the Education Officer, J.A. Ginniver, B.Sc., M.Ed., at the Milton Keynes Area Education Office, 1 Wilton Gate East, Central Milton Keynes MK9 5BE, on receipt of a foolscap stamped addressed envelope. (07951) 110010

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CAMBRIDGESHIRE
(Equal Opportunity Employer)
NEWNHAM COUNTY
PRIMARY SCHOOL
Newnham Road, Cambridge CB3 9JF
Required for January, 1987, an experienced and qualified teacher for the Headship of this school.
Applications from practising Christians, preferably members of a Christian Church would be welcomed. It is anticipated that interviews will take place during the week of 2nd June, 1986.
Details from the Area Education Officer, Castle Street, 10, Cambridge CB3 9AP. (Foolscap s.a.e. please) Closing date 10th June, 1986. (15/6/86) 110010

EDUCATION DEPARTMENT
NORTH WEST KENT AREA

West Hill C.P. School (Junior Dept), Dartford Road, Dartford, Kent DA1 3DZ
Appointment of
Headteacher
Group 5. Roll 242
Applications are invited for the post of Headteacher from January 1987 following the retirement of the present Headteacher.
Further details and application forms from the Area Education Officer (see please), 132 Windmill Street, Gravesend, Kent.
Closing date: as soon as possible.

SHROPSHIRE EDUCATION COMMITTEE
Equal Opportunities Employer
PRIMARY HEADSHIPS
Burnham Primary and Special - Group 2
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Burford CE (Controlled) School
Off Foresters Road, Tenbury Wells, Worcester, WR16 8AT
Available from the beginning of the Spring Term 1987.
Application forms and further particulars (SAE) from:
County Education Officer,
Education Department,
Shirehall, Abbey Foregate, Shrewsbury,
Tel. (Shrewsbury) 254406.
To be returned by Friday 20th June 1986. (01205)

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Tel. (Shrewsbury) 254406.
To be returned by Friday 20th June 1986. (01205)

EALING

LONDON BOROUGH
EDUCATION SERVICE
BERRYMEDE FIRST SCHOOL
Berk Road North, Acton W3 8JL
WSD required for January 1987.
Group 3 salary plus £1,110 London Weightings.
Relocation expenses payable subject to conditions.
Application forms from the Chief Education Officer, Haddenham Road, Acton W3 8JL, to be returned by 27th June 1986. (15/4/86) 110010

BUCKINGHAMSHIRE
Equal Opportunity Employer
CHADASH COUNTY MIDDLE
SCHOOL
Burwell Road, Newport Pagnell
Bucks MK16 0DT
HEADTEACHER - GROUP 4
Applications are invited for the Headship of this well established purpose built school in the Newport Pagnell area, outside the city of Milton Keynes, catering for the 6 to 10 age range.
The Headship will be available from January 1987.
The Headship is a full time post and involves the removal of expenses and rented housing must be available in approved cases and there is a wide range of housing to buy in the area.
Application forms and further details are available from the Education Officer, J.A. Ginniver, B.Sc., M.Ed., at the Milton Keynes Area Education Office, 1 Wilton Gate East, Central Milton Keynes MK9 5BE, on receipt of a foolscap stamped addressed envelope. (07951) 110010

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Application forms and further details are available from the Education Officer, J.A. Ginniver, B.Sc., M.Ed., at the Milton Keynes Area Education Office, 1 Wilton Gate East, Central Milton Keynes MK9 5BE, on receipt of a foolscap stamped addressed envelope. (07951) 110010

BUCKINGHAMSHIRE
COUNTY COUNCIL
Equal Opportunity Employer
CHADASH COUNTY MIDDLE
SCHOOL
Burwell Road, Newport Pagnell
Bucks MK16 0DT
HEADTEACHER - GROUP 4
Applications are invited for the Headship of this well established purpose built school in the Newport Pagnell area, outside the city of Milton Keynes, catering for the 6 to 10 age range.
The Headship will be available from January 1987.
The Headship is a full time post and involves the removal of expenses and rented housing must be available in approved cases and there is a wide range of housing to buy in the area.
Application forms and further details are available from the Education Officer, J.A. Ginniver, B.Sc., M.Ed., at the Milton Keynes Area Education Office, 1 Wilton Gate East, Central Milton Keynes MK9 5BE, on receipt of a foolscap stamped addressed envelope. (07951) 110010

CAMBRIDGESHIRE
(Equal Opportunity Employer)
NEWNHAM COUNTY
PRIMARY SCHOOL
Newnham Road, Cambridge CB3 9JF
Required for January, 1987, an experienced and qualified teacher for the Headship

Ealing Primary Teachers September 1986

LONDON BOROUGH
EDUCATION SERVICE

The posts listed below are available from September 1986. Application forms and further details obtainable from the Head of each School. Completed forms must be returned to Heads by 16 June. Salaries of newly appointed teachers payable as from 1 August or earlier by arrangement. For College leavers, any period before 1 August will be on the unqualified rate.

London Weighting £1110 per annum.
Relocation expenses payable subject to conditions.

John Perry Primary and Middle School
Head: Mr White
01-992 5566
Long Drive, Acton, W3 7PD.
3 x 20.1. Ability to offer one or more of the following an advantage: Science, P.E., Games, Music.

St Joseph's R.C. First and Middle School
Head: Mr White
01-587 6293
York Avenue, Harwell, W3 3HU
Class Teacher for middle dept. with responsibility for P.E./Games. Sc 2 available for suitable applicant.
Part-time (0.8) for Remedial/Group work, mainly in middle dept.

St John's First and Middle School
Head: Mr White
01-587 6251
Felix Road, Ealing, W13 0NY.
2 x Sc 1 Class Teachers for first departments. Sc 2 may be available for suitable candidate able to offer P.E./Environmental Studies or Humanities.

St Mark's First and Middle School
Head: Mrs Lee
01-587 6292
Lower Boston Road, Harwell, W7 2NR.
Sc 2 class teacher, capable of teaching across 5-12 age range, with responsibility for P.E.
Class Teacher for Middle Department. Interest in Science an advantage. Sc 2 available for suitable applicant.
Part-time (0.2) for class/group work.

St Raphael's R.C. First and Middle School
Head: Mrs Johnson
01-841 0848
Harfield Avenue, Northolt, UB8 6LL.
6 x Sc 1 posts: Reception Class First Department and Middle Department.

St Saviour's CE First School
Head: Mrs Work
01-570 2424
The Grove, Ealing, W5 5DX.
Sc 2 with responsibility for Music.
Sc 1 to cover for maternity leave.

Southfield First and Middle School
Head: Mrs Hobson
01-992 5568
Hornby Road, Bedford Park, W4 1BD.
3 x Sc 1 class teachers for First and Middle Departments.

Stanhope First School
Head: Mrs Colby
01-576 3323
Mansell Road, Greenford, UB6 9EG.
Sc 1 class teacher interested in developing a curriculum responsive to cultural diversity.
Part-time (0.4) to job-share with experienced teacher in post.

Selborne First and Middle School
Head: Mrs Sorn
01-897 1947
Conway Crescent, Perivale, UB6 8JD.
Sc 1 class teacher interested in working across entire age range.

Stanhope Middle School
Head: Mrs Starkey
01-574 1782
Mansell Road, Greenford, UB6 9EG.
Sc 1 class teacher (first and middle depts.). Sc 2 may be available for suitable candidate able to offer P.E./Games.
Part-time (0.1) for group work.

Tutor First School
Head: Mrs Wells
01-574 6383
Tutor Road, Southolt, UB1 1NX.
Sc 1 class teacher. First appointments welcome, but Sc 2 available for suitable candidate able to offer Music.
2 x Sc 1 to cover maternity leave.

Tutor Middle School
Head: Mrs Dicker
01-574 1782
Tutor Road, Southolt, UB1 1NX.
Sc 1 with interest in one or more of the following: Art/Craft, Music, French.

Viking First School
Head: Mrs Harrfield
01-574 6383
Radcliffe Way, Yessing Lane, Northolt, UB8 6HW.
2 x Sc 1 class teachers. Interest in Science/Environmental Studies an advantage. First appointments welcome.

Viking Middle School
Head: Mrs Harvey
01-574 6383
Radcliffe Way, Yessing Lane, Northolt, UB8 6HW.
Sc 1 class teacher with interest in one or more of the following: Computer Studies, P.E./Games, Music.
Part-time (0.3) ability to offer Computer Studies, Music or P.E. an advantage.

West Twickenham First and Middle School
Head: Mrs Harbottle
01-895 0858
Wyford Abbey Road, WY4 7DN.
Sc 2 for First and Middle Departments with responsibility for Language Development/Library.
Sc 1 class teacher, First or Middle Department.

Wolf Fields Middle School
Head: Mrs Corby
01-574 2311
Norwood Road, Norwood Green, Southolt.
Sc 1 class teacher.

Wood End Middle School
Head: Mrs Gurney
01-574 2311
Wood End Way, Northolt, UB8 4DG.
Part-time (0.7) General Subjects.

West Acton First School
Head: Mrs Dhan
01-574 2311
Noel Road, Acton, W3 0JL.
Sc 1 class teacher.

Acton Green First and Middle School
Head: Mrs Williams
01-992 5566
Acton Lane, Acton Green, W4 5AV.
Sc 1/2 Music and Special Needs in middle department.
2 x Sc 1 General Subjects first department.

Fielding First School
Head: Mrs Saunders
01-567 0518
Wyndham Road, Ealing, W13 9TE.
Sc 1 teacher for 4/7 year olds.
Part-time (0.1) group work.

Fielding Middle School
Head: Mr Sidorov
01-567 0524
Wyndham Road, Ealing, W13 9TE.
Sc 1 teacher able to offer Craft.
Part-time (0.7) for Remedial Work.

George Tomlinson First School
Head: Mrs Hill
01-571 1491
Meadway Avenue, Southolt, UB2 4HT.
Sc 1 class teacher.

George Tomlinson Middle School
Head: Mr Price
01-574 2810
Meadway Avenue, Southolt, UB2 4HT.
Sc 1 class teacher with additional responsibility for Craft.
Part-time (0.1) Learning Support.

Gifford First School
Head: Mrs Marshall
01-845 4710
Greenhill Gardens, Northolt, UB8 6BU.
Sc 1 class teacher/Sc 2 available for suitable candidate able to offer P.E./Games.
Part-time (0.2) interest in Computer Education an advantage.

Gifford Middle School
Head: Mr Robertson
01-845 4661
Greenhill Gardens, Northolt, UB8 6BU.
2 x Sc 1 class teachers. Home-Economics or CDT an advantage.
Part-time (0.2) able to offer Music or Home Economics.

Grange Middle School
Head: Mrs Arnold
01-576 8223
Laure Road, Harwell, W7 1LB.
Sc 1/2 class teachers.
Part-time (0.6) group/class teaching.

Grange Middle School
Head: Mr O'Brien
01-576 8223
Laure Road, Harwell, W7 1LB.
Sc 1 class teacher.
Part-time (0.6) General Subjects, interest in P.E. and Games.

Greenwood First School
Head: Mrs Whipp
01-864 7285
Wood End Way, Northolt, UB8 4DG.
Sc 1 class teacher. First appointments welcome.

Greenwood Middle School
Head: Mr La Farge
01-422 9630
Wood End Way, Northolt, UB8 4DG.
Part-time (0.2/0.3) General Subjects.

Guards Middle School
Head: Mrs Sarny
01-998 2478
Hawthorn Road, Ealing, W13 0DH.
Sc 1 class teacher (first and middle depts.). Sc 2 available for suitable candidate able to offer P.E./Games.
Part-time (0.3) group/class work.

Hambrook First and Middle School
Head: Mrs Frost
01-574 2311
South Road, Southolt, UB2 5OP.
Sc 1 class teacher for first departments.

Havestock Middle School
Head: Mr Sedwin
01-571 2241
Havestock Road, Southolt, UB2 4PA.
Sc 1 Class Teacher, experience in multi-cultural education an advantage. First appointments welcome.
Part-time (0.2) to be a member of Year Team.

Horsenden Middle School
Head: Mr Thorley
01-422 9665
Horsenden Lane, North Greenford, UB8 0PB.
Sc 1 with interest in teaching P.E.

Hobbs First and Middle School
Head: Mrs Smith
01-567 8271
Greenford Avenue, Harwell, W7 1HA.
Class teacher with interest in Music and Craft. Sc 2 available for suitable applicant.

Orange First School
Head: Mrs Boydell
01-567 1432
Church Gardens, Ealing, W5 6HW.
2 x class teachers. Sc 2 available for suitable applicants.

Isle Manor First School
Head: Mrs Hughes
01-845 3783
Isle Manor Road, Northolt, UB8 5DY.
Sc 1 class teacher (16/7 or 4/5 yr olds).

Isle Manor Middle School
Head: Mrs Harvey
01-845 4534
Isle Manor Road, Northolt, UB8 5DY.
Sc 1 class teacher. First appointments welcome.
Part-time (0.2) to assist with craft with older children.

Beaconsfield First and Middle School
Head: Mr Fisher
01-574 2311
Wyndham Road, Southolt, UB1 1DR.
Part-time (0.8) Music and/or Craft. Co-operative teaching in a multi-cultural setting.

Berrymede First School
Head: Mrs Bailey
01-992 5568
Park Road North, Acton, W3 8SJ.
2 x Sc 1 class teachers.

Berrymede Middle School
Head: Mr Angus
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01-99

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PRIMARY EDUCATION continued

LEICESTERSHIRE COUNTY COUNCIL

An Equal Opportunity Employer

ST. JOSEPH'S R.C. PRIMARY SCHOOL
Arndale Drive, Leicester LE1 1RE

NOR 555

SCALE 1

Required September/January teacher of infants, practising Catholics essential. Please contact the Headteacher for further details and application forms (S.A.E.). (1985/86) 110022

LEICESTERSHIRE COUNTY COUNCIL

An Equal Opportunity Employer

MEDWAY JUNIOR SCHOOL
St. Stephens Road, Leicester LE1 1RE

N.O.R. 276

SCALE 1

Required September for one year two teachers each capable of working with a vertically grouped class. Both teachers should have an interest in working co-operatively and one should have a particular interest in the teaching of maths.

Please contact the Headteacher for further details and application forms (S.A.E.). (1985/86) 110022

LEICESTERSHIRE COUNTY COUNCIL

An Equal Opportunity Employer

COUNTY JUNIOR SCHOOL
Groves Road, Leicestershire, Leicestershire, Leicestershire

N.O.R. 345

SCALE 1

Required September/January teacher of infants, closing date 16th June 1986.

Please contact the Headteacher for further details and application forms (S.A.E.). (1985/86) 110022

MERTON

LONDON BOROUGH OF MERTON

EDUCATION COMMITTEE

MERTON IS AN EQUAL OPPORTUNITY EMPLOYER

PELHAM PRIMARY SCHOOL
Pelham Road, Wimbledon, SW19 1NU

TEL: 01-448 0000

Age Range: 5-9 years

No. On Roll: 180

Required for September 1986, temporary Scale 1

Teacher for maternity cover who has experience with younger use of Primary School

Closing Date: a.s.a.p. and further particulars of the post are available from the Headteacher at the above address. Please enclose a stamped addressed envelope. (1985/86) 110022

MERTON

LONDON BOROUGH OF MERTON

EDUCATION COMMITTEE

MERTON IS AN EQUAL OPPORTUNITY EMPLOYER

GARTH PRIMARY SCHOOL
Garth Road, Morden, Surrey, Surrey

TEL: 01-448 0000

Age Range: 5-9 years

No. On Roll: 180

Required for September 1986, temporary Scale 1

Teacher for maternity cover who has experience with younger use of Primary School

Closing Date: a.s.a.p. and further particulars of the post are available from the Headteacher at the above address. Please enclose a stamped addressed envelope. (1985/86) 110022

MERTON

LONDON BOROUGH OF MERTON

EDUCATION COMMITTEE

MERTON IS AN EQUAL OPPORTUNITY EMPLOYER

COTTENHAM PARK C.E. PRIMARY SCHOOL
Cottenham Park Road, Cottenham, Cambridgeshire

TEL: 01-947 7827

Headteacher: P. E. Brine

Age Range: 5-9 years

No. On Roll: 215

Required for September 1986, temporary Scale 1

Teacher for maternity cover who has experience with younger use of Primary School

Closing Date: June 30th 1986

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MERTON

LONDON BOROUGH OF MERTON

EDUCATION COMMITTEE

MERTON IS AN EQUAL OPPORTUNITY EMPLOYER

HEART R.C. PRIMARY SCHOOL
Heart Road, New Malden, Surrey

TEL: 01-942 0812

Age Range: 5-9 years

No. On Roll: 170

Required for September 1986, temporary Scale 1

Teacher for maternity cover who has experience with younger use of Primary School

Closing Date: June 30th 1986

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NEWCASTLE UPON TYNE

ROYAL GRAMMAR SCHOOL
Newcastle upon Tyne, Tyne and Wear

Required for September 1986

Scale 1 teacher to teach boys 8-11 years and to assist with the school's religious education

Applications by letter with curriculum vitae and two references should reach the Headteacher by 15th June 1986. Further details of the school are available on request. Tel: (0191) 281823 or 281571. (1984/85) 110022

NEWHAM

LONDON BOROUGH OF NEWHAM

ST. EDWARD'S R.C. PRIMARY SCHOOL
St. Edward's Road, Newham, London E16 1PP

Head Teacher: Mr. E.J. Jackson

Age Range: 5-9 years

No. On Roll: 233

Required for September 1986, temporary Scale 1

Teacher for maternity cover who has experience with younger use of Primary School

Closing Date: 15th June 1986

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NEWHAM

LONDON BOROUGH OF NEWHAM

ST. MICHAEL'S R.C. J.M. & I. PRIMARY SCHOOL
St. Michael's Road, London E16 1PP

Head Teacher: Miss R. Dooks

Age Range: 5-9 years

No. On Roll: 233

Required for September 1986, temporary Scale 1

Teacher for maternity cover who has experience with younger use of Primary School

Closing Date: 15th June 1986

Application forms and further particulars of the post are available from the Headteacher at the above address. Please enclose a stamped addressed envelope. (1985/86) 110022

OLDHAM

LONDON BOROUGH OF OLDHAM

EDUCATION COMMITTEE

ST. MARGARET'S C.E. PRIMARY SCHOOL
Hive Street, Oldham, Oldham

Head Teacher: Mr. C. White

Age Range: 5-9 years

No. On Roll: 180

Required for September 1986, temporary Scale 1

Teacher for maternity cover who has experience with younger use of Primary School

Closing Date: a.s.a.p. and further particulars of the post are available from the Headteacher at the above address. Please enclose a stamped addressed envelope. (1985/86) 110022

POWYS

COUNTY COUNCIL

EDUCATION DEPARTMENT

PRINCE OF WALES PRIMARY SCHOOL
Prince of Wales Road, Llanidloes, Powys

Head Teacher: Mr. J. Jones

Age Range: 5-9 years

No. On Roll: 180

Required for September 1986, temporary Scale 1

Teacher for maternity cover who has experience with younger use of Primary School

Closing Date: 15th June 1986

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Closing Date: 15th June 1986

Application forms and further particulars of the post are available from the Headteacher at the above address. Please enclose a stamped addressed envelope. (1985/86) 110022

REDBRIDGE

ST. AUGUSTINE'S R.C. PRIMARY SCHOOL

Head: Mr. M.T. McGovern

Age Range: 5-9 years

No. On Roll: 180

Required for September 1986, temporary Scale 1

Teacher for maternity cover who has experience with younger use of Primary School

Closing Date: 15th June 1986

Application forms and further particulars of the post are available from the Headteacher at the above address. Please enclose a stamped addressed envelope. (1985/86) 110022

RICHMOND

LONDON BOROUGH OF RICHMOND

EDUCATION COMMITTEE

ST. ANDREW'S R.C. PRIMARY SCHOOL
St. Andrew's Road, Richmond, Surrey

Head Teacher: Mr. E.J. Jackson

Age Range: 5-9 years

No. On Roll: 233

Required for September 1986, temporary Scale 1

Teacher for maternity cover who has experience with younger use of Primary School

Closing Date: 15th June 1986

Application forms and further particulars of the post are available from the Headteacher at the above address. Please enclose a stamped addressed envelope. (1985/86) 110022

SHROPSHIRE

EDUCATION COMMITTEE

ST. GEORGE'S COUNTY JUNIOR SCHOOL
Woodfield Road, Shrewsbury, Shropshire

Head Teacher: Mr. C. White

Age Range: 5-9 years

No. On Roll: 180

Required for September 1986, temporary Scale 1

Teacher for maternity cover who has experience with younger use of Primary School

Closing Date: a.s.a.p. and further particulars of the post are available from the Headteacher at the above address. Please enclose a stamped addressed envelope. (1985/86) 110022

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Required for September 1986, temporary Scale 1

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Closing Date: a.s.a.p. and further particulars of the post are available from the Headteacher at the above address. Please enclose a stamped addressed envelope. (1985/86) 110022

SUFFOLK

COUNTY COUNCIL

EDUCATION DEPARTMENT

PRINCE OF WALES PRIMARY SCHOOL
Prince of Wales Road, Llanidloes, Powys

Head Teacher: Mr. J. Jones

Age Range: 5-9 years

No. On Roll: 180

Required for September 1986, temporary Scale 1

Teacher for maternity cover who has experience with younger use of Primary School

Closing Date: 15th June 1986

Application forms and further particulars of the post are available from the Headteacher at the above address. Please enclose a stamped addressed envelope. (1985/86) 110022

SURREY

COUNTY COUNCIL

EDUCATION DEPARTMENT

PRINCE OF WALES PRIMARY SCHOOL
Prince of Wales Road, Llanidloes, Powys

Head Teacher: Mr. J. Jones

Age Range: 5-9 years

No. On Roll: 180

Required for September 1986, temporary Scale 1

Teacher for maternity cover who has experience with younger use of Primary School

Closing Date: 15th June 1986

Application forms and further particulars of the post are available from the Headteacher at the above address. Please enclose a stamped addressed envelope. (1985/86) 110022

SURREY

EDUCATION COMMITTEE

ST. THOMAS'S R.C. PRIMARY SCHOOL
St. Thomas's Road, Surrey

Head Teacher: Mr. E.J. Jackson

Age Range: 5-9 years

No. On Roll: 233

Required for September 1986, temporary Scale 1

Teacher for maternity cover who has experience with younger use of Primary School

Closing Date: 15th June 1986

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SURREY

EDUCATION COMMITTEE

ST.

[illegible]**TES**

EXTRA

The right mixture

Not every picture book has a sizeable text, or even needs it. But a time can come when infant listeners want more than a mere few words to reflect on while studying the pictures. All the books discussed below have sufficient story to make at least one bedtime (or other-time) reading.

Take, for instance, Binette Schroeder's *Flora's Magic House* (North-Soth £6.50). "Once upon a time," it begins, "in a magic land of trees and flowers, a doll named Flora lived with her friend Robert the Bird." But she sometimes wonders about the world outside. "You have wings," she says to Bird. "But I have to stay here all alone." So Bird invites two friends to divert her while he's away: Humpty Dumpty and Magic Box, who can create anything out of paper. When a paper house that he makes for her blows skyward in the wind, he adds wings - and it is an aeroplane. And who should rescue them out of the sea but Robert, flying home? Both the airy story and fairy tale pictures - essential detail only in a mysterious landscape, seascape, sky - are at once stirring and satisfying.

Little Tiger, Get Well Soon by Janosch (Andersen £5.95) focuses on the desired childhood privilege of invalid status - nothing so serious, but enough to gain attention. Little Tiger isn't well. Little Bear must carry him home, then bandage him, then provide his favourite dish. (Problem: it can't be done.) More events occur in the Animals' Hospital (a happy place, parents note). "Next year," says Bear, "it will be my turn to be ill and you can make me better, all right?" Of course, says Tiger. Plenty of text; delectable Janosch pictures. A canny under-six year old could have the pleasure of sharing Little T's recovery while seeing through his wiles.

An Elephant for Muthu. By Carolyn Sloan. Bodley Head £5.50. 0 370 30897 2. *Whale Lake*. By Mids Dekkers. Andre Deutsch £5.95. 0 233 97782 1. *Why The Whales Came*. By Michael Morpurgo. Heinemann £7.95. 0 434 95200 1. *The Night Birds*. By Tormod Haugan. Collins £4.95. 0 00 18453 2.

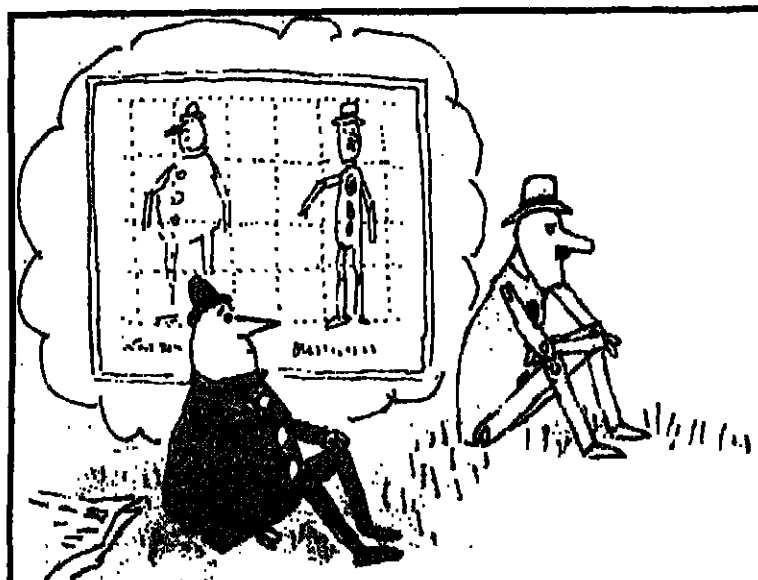
Never perform with kids or animals, say actors: they tend to take over the show. This is sound advice for authors, too - though children's authors can hardly avoid the first. It's the second as well which courts disaster. All too often the result is some variant of a pony book, stonier on dressage than message. How I Gained My Beast, How I Tamed My Beast, How My Beast Made Me A Star runs the formula. It takes a K M Peyton to re-vamp it.

Carolyn Sloan is no K M Peyton. Despite its exotic setting, her *An Elephant for Muthu* is very much a pony book even if it does feature an exceptionally flap-eared, long-nosed pony. Muthu himself, in dhoti rather than jodhpurs, is the sort of rider who

The text is rather better than the pictures in Ulf Löfgren's *The Tale of Two Magic Wands* (Hodder £5.95). It has an agreeable plot, an unimpeachable vocabulary, and, until about halfway, a pleasantly catchy metre, printed straight on like prose. Jon, the widow's son, sees a house on the quay with a rusty sign: **SCHOOL FOR WIZARDS**. "Come in!" says the magician. "It's 200 years since I last had a pupil." So the fun begins. There's a moral too. "Look closely at these wands," he said. "One has a blue stone, one a red. One has a red stone, one a blue. This one brings bounty, all for you. But if you choose the one that's red, your chosen wishes will be shared. Think carefully before you choose. There's much to gain and much to lose." But why does the tune change suddenly into a jerky Ghent-to-Aix anapaestic gallop? The pictures are mildly funny, but read the book for the story.

By contrast it is the pictures that will capture the under-10s in *The River Bank* by Reinhard Michl (Methuen £5.95), an excitingly large and handsome book about three small boys idyllically spending the day in and out of the local river: secret tree house; boat; the S S Doughnut (an inflated raft and paddles); tiny uninhabited island; the Weir - and that is the Weir; real life is also a form of fantasy. A girl and a dog are allowed to make a fourth and fifth. You could almost step into the splendid double-page pictures and join them all. One endpaper maps the course; the other shows and names some 16 kinds of fauna (crayfish, dragonfly, eel and more) to be found, if you really look for them, in the various scenes.

The special appeal of *The Cat that Disappeared* by Margareta Ekström and Peter Pettersson (Methuen £5.95)



From *Yellow and Pink*

is again in the pictures, though the story, which is quite long, has event enough. It relates how the cherished white Siamese kitten comes to be lost when the family goes for the summer to a lonely farm near the sea. The reader follows the desperate searchings of twins and parents - but also the forlorn adventures of the cat itself. Then, after six weeks, news of a finding; yes, it is our cat bedraggled, thin, but alive. What better ending? Good tale if rather ordinary telling. But the pictures - so long as they keep to cat and landscape, and the colours white and blue, green and grey - could keep the book remembered.

With William Steig you can be sure of a remarkable text, as well as irresistible pictures, line or line and wash. *Yellow and Pink* (Gollancz £4.95) which resembles nothing else, conforms. Two small painted wooden figures are lying in the sun on an old newspaper. One is short, fat and pink, the other long, thin and yellow. They muse and speculate. Where have they come from? Who are they, even?

Pink holds that 'Someone must have made them'. Yellow rejects the thought. "How could anyone make something like me, so intricate, so perfect?" Their disputation, (not a word is used that a child would not understand) echoes (or parodies) a world of theological, Darwinian, existential or other bickerings - until the toymaker shambles back, looks to see if the point is dry, and carries off the pair. Try this saucy hook on a clever eight-year-old.

In *Supermarket Thursday* (Hodder £6.95) the reliable Jean Chapman provides five stories for under-fives: doll nearly lost in wrong shopping basket; trying out newly learnt counting skills on the stairs; night noises (wuff, wuff, was was - that's baby crying, milkman, paperboy); plenty of dialogue, sound and detail. Nice stuff for nice parents or teachers to read to the restless young. They can all be read a second time and a third and that's the test. With pleasant ordinary pictures by Astra Latis.

Naomi Lewis

Tomboy

Flame-Coloured Taffeta. By Rosemary Sutcliffe. Oxford University Press £6.95. 0 19 27 1490 2.

Flame-Coloured Taffeta is a short novel for younger children, somewhat in the vein of the early books by its author advertised on the jacket *The Annamoor's House* and *Brother Dany-Fred*. Its chief character is a 12-year-old girl, Damaris, a typically spunky but sketched Sutcliffe heroine, who is tomboyish without any sense of inner rebellion against the constraints of being a girl.

It is those constraints, however, which prevent this eighteenth-century smuggling yarn making the most dramatic use of its materials. This is not a book of vigorous action in Sutcliffe's best mode, nor is it a typical Sutcliffe story of the building of character through adversity. Instead it has a gentle, romantic quality, which gives Damaris's age may well find appealing.

The story, about Damaris and her friend Peter finding an injured man in the woods after a clash between smugglers and excisemen, and nursing him to health in their secret hideaway, is slight. The historical setting is one-dimensional, with a great deal of stage-prop quaint local colour. What saves the book, and reminds us of Rosemary Sutcliffe's writing at its best, is the vivid personal response to locally.

The landscape of the Selkay Peninsula is evoked with marvellous economy and skill. Effects of light are recorded and conveyed with meticulous accuracy.

While it falls short of its author's own high standards, this is nevertheless a work with its own sense of movement, its own sense of adventure, its own sense of craft.

Neil Philip

Beasts within

only has to blow in the right nostril to be followed anywhere. The formula remains intact. This said, the book is carefully plotted, strives to get details correct and works hard, with some success, to subvert any Sabu-stereotyping the reader may bring to it. The main problem concerns the language in which the tale is told. "Muthu had found Meenakshi down by the river and he was telling her all about Tumb's problems because she had made herself Tumb's auntie and she loved him too. She was listening, wisely, and then she was suddenly alert and listened to something else." Who can blame her? Prose as flat as this invites a switch of attention. Even the action scenes, and there are plenty of them, are strangely muted as if the utterance has come a long way by a difficult route - like an elephant talking down its trunk, perhaps.

Prose-style is the chief drawback with Mids Dekker's *Whale Lake*, too. It's a translation, admittedly, but the sense of a story being reported rather than recounted stems less from Jan

Michael's English version than from the propagandist intentions of the author - an unashamed supporter of conservation and Greenpeace. Fair enough. It's a good cause. What it doesn't quite add up to is a good story. Somehow the narrative never quite takes on a life of its own largely because we know from the start that 14-year-old Menno, on a trip to the North Pole with his archaeologist older brother, is bound to end up as Peter Scott rather than Captain Scott. Again, there's some highly diverting detail, not least an account of sub-zero sanitation which invests every trip to the loo with the epic splendour of a Viking sea-burial, but what betrays the author's vision once more is the banality of the writing: "Now just Anouk's about stuck up perpendicularly from the water. This is how whales see best. Large and small whales looked at each other, looked into one another's souls for the last time. Then the three whales turned southwards as if one. Anouk thrashed his tail once more. Was he waving or just wagging his tail?" It's

enough to make you throw yourself on a harpoon.

As an antidote, try this: "All through the rescue I stayed by the whale's head whilst an endless stream of children with buckets, Big Tim and his friends mostly, fetched and carried water to keep the whale's skin wet. She was tiring quickly now. Her flourishes were less and less frequent, and she had fallen almost silent. She moved quietly from time to time, her tiny eyes often closing for minutes on end so that sometimes I thought she might be dead."

Here the voice is different. It's a fully human voice. The result is a different whale - one that, paradoxically, is more whale-like. It comes from Michael Morpurgo's - *Why The Whales Came*, a morality tale set in the First World War in which Gracie and Daniel, the two children, are taken by the actions of less scrupulous members of the community. The tale is no less contrived than the previous two and even more far-fetched, but we

believe it because the author believes it.

As does Tormod Haugen in *The Night Birds*. These creatures are wholly imaginary: "Strange dreams. Something whizzed and roared over his head. Wings with black feathers. He saw eyes that glowed in the dark and open, screeching beaks. Poor Jake! Suddenly something screamed louder than the birds. Jake sat up wide awake in bed." Somehow he has to cope with a flock of worries come home to roost, about his neighbours, about school, about poor, tired Mum and mostly about the dejected, failed-teacher father who's exhausting her. The screams are his, not Jake's. It's a sad story which comes to a sad end yet the narrative is quickened (in both senses of the word) by the sheer vitality of the telling, marvellously translated from the Norwegian by Sheila La Farge.

It's no bad lesson to learn. Nor is the lesson of all four books for their top-junior readers: if you want animals to sound right, and the story to take off, find the right words for humans first. Otherwise you'll be stuck with a pony book.

Chris Powling

EXTRA

Irish anguish

Starry Night. By Catherine Sefton. Hamish Hamilton £5.95. 0 241 11795 X

Fifteen-year-old Kathleen lives in Kiltarragh just inside the Province. Across the road lies the Republic and down the road run the Brits in their armoured cars. It is a small place, a farming community, with Belfast and Dublin a world away, and it lies, also, on the borders of past and present.

And Kathleen lives on the borders between childhood and womanhood, between innocence and a painful awareness of outside realities and of hidden complexities amid the certainties and beliefs she is held about life, about people in Kiltarragh and the world beyond.

Kathleen, in the holidays, is busy about the farm, run by Mammie, who runs everything and everyone. She is exasperated when left to mind Imelda, daughter of Carmel, married to the much loved Frank. Mammie does not admire Carmel who is modern, pushing and opportunistic - and has disturbed the family. So Kathleen is not that keen on Carmel, either.

It is part of the strength of this short, but full-to-bursting novel that Catherine Sefton (Martin Waddell) allows us to see Kathleen, over the course of a few days, slowly change her ideas about people (the Family's ideas in fact), as she probes the secret the Family is hiding from her.

Is it about the future of the farm? Is it about the boys involved with the IRA? Kathleen forms her theories, tests them, discards them, while she argues

with a more sophisticated school friend from Belfast about sex, politics, about Ireland (There's a neat passage in which her friend goes into raptures over a visit to Tara, seat of kings, while Kathleen, her head full of old tales and legends takes Tara for granted).

As the pace of the story quickens and finally bursts into the violence of a family dispute, Kathleen learns the truth about the much loved, but feckless "sister" Rose (the "Kiltarragh bicycle"), and also about herself (a truth everyone but she has known all along). It is Carmel who brings it home to her, throwing light on Mammie, Frank, Mike, all those people she knows so well, and so little.

Over-ambitiously the author has attempted to mirror in Kathleen's young view of the world, a wider romantic Republican outlook, and the parallels do not always meet. (The brutal realities of Protestant politics recently made all too clear find almost no reflection in the novel's background.) To portray a young person at a turning point in their lives and see them as a microcosm of larger, changing social and political realities, needs I think a larger canvas than this small book. But it succeeds memorably in showing through such a young life a whole rural way of life now slipping into the past.

Teenage readers might, though, be better able to relate to the book with a jacket less expressive of an earlier age of children's publishing.

Robert Leeson

Troubled, troubling

Frankie's Hat. By Jan Mark. Illustrated by Quentin Blake. Viking Kestrel £3.95. 0 670 81004 5.

Perhaps the best way to describe the highly individual flavour of these three brilliant stories is to say that Quentin Blake is exactly the wrong illustrator for them. Blake's sprightly, exuberant line is full of uncomplicated celebration; Jan Mark's precisely fashioned prose is troubled, troubling. Blake's speciality is cheerful caricature; Mark pins down the trivial realities of daily life with deadly accuracy.

That is not to say there is no humour in the book: it is full of biting, subversive wit. Each story has, too, its perfectly placed moment of exhilaration: but the laughter they provoke seizes your throat like a choke.

In the little story, a 12-year-old girl visits her sister Frankie for her seventh birthday. Frankie is already married, already a mother, and growing stout and peevish in a poky flat in run-down area. All her birthday presents are useful household gadgets: except the sister's gift, an obstinately frivolous ostrich feather. It is this which becomes, in a day of glorious but also rather frightening and pitiable

rebellion, the basis of Frankie's outrageous hat, in which she parades through town in a charade of high spirits. The searing division between being a child and being a grown-up is made the basis of a sad, desperate farce, in which the young sister's anguished half-understanding mediates between Mark's harsh compassion and the reader's innocence.

"Like It is Round Here" is a lighter story, about a teenage romance which never gets off the ground because the boy is more at home with the girl's younger brother than he is with her. The public agencies of the tentative first steps in love taken in full view of an ingrown, tiny community of village and school, are conveyed with wry humour. As in all three stories, Jan Mark's handling of cadence and idiom at various levels of current spoken English is unerring.

It wasn't Me! Me! Me! is a low pulse anger. It is a cold-story of a girl disowned by her mother, "took flesh," and bred with the inhabitants of the life of the spirit, in contrast to the squalor of his own life and the materialism of Karen's California. He gets into the workshops and welds that stabilizer. To the people on the base, he dies; but as Bethkahn's spaceship takes off its coloured lights flash a message in Morse: Nos da, Carlad. Good-night, darling.

Garth is credited with "intelligence, awareness, a quality of caring," but doesn't show much sign of it. Praising Karen couldn't have written that winning essay. Bethkahn is alternately spirit-girl and junior technician. There are many absurdities. And *Moonwind* hasn't the power to soar above them. It falls, I fear, with a heavy thud.

John Rowe Townsend

Moon-bound

Moonwind. By Louise Lawrence. Bodley Head £3.95. 0 370 30717 8

In the early 1970s, Louise Lawrence published three science-fiction and fantasy novels for young people. They included *The Power of Stars* (1972), which made a deserved impression. Though she is British, she then disappeared from the British publishing scene, while continuing to be published in America. She has recently returned to print in this country, notably with *Children of the Dust* (1985), which began with a compelling account of nuclear holocaust but petered out in science-fictional speculation and heavy didacticism.

Moonwind seems to me, alas, to have the faults of *Children of the Dust* without its power. Gareth, a wild Welsh boy, has won a month's stay at the American base on the Moon, as a prize in an essay contest; his fellow-prizewinner is loud-mouthed, gum-chewing Karen from California. Gareth can't stand Karen. But also on the Moon, unknown to the Americans,

is Bethkahn, a spirit-girl from Khlo Three, whose spaceship is stranded there with a damaged stabilizer. She's been in the ship's cryogenic chamber for ten thousand years, after her companions went to Earth, "took flesh," and bred with the inhabitants of the life of the spirit, in contrast to the squalor of his own life and the materialism of Karen's California. He gets into the workshops and welds that stabilizer. To the people on the base, he dies; but as Bethkahn's spaceship takes off its coloured lights flash a message in Morse: Nos da, Carlad. Good-night, darling.

Garth is credited with "intelligence, awareness, a quality of caring," but doesn't show much sign of it. Praising Karen couldn't have written that winning essay. Bethkahn is alternately spirit-girl and junior technician. There are many absurdities. And *Moonwind* hasn't the power to soar above them. It falls, I fear, with a heavy thud.

John Rowe Townsend

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Allen Sharp

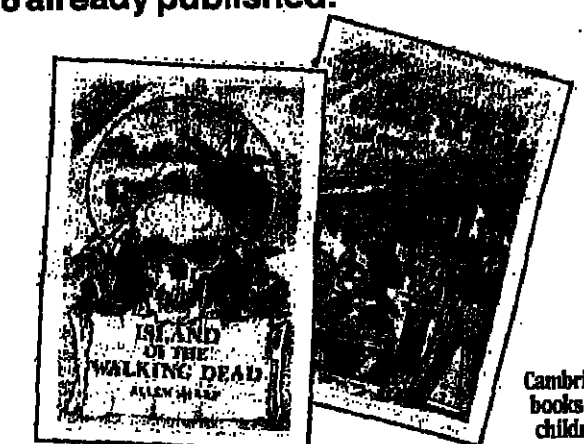
Many children have already been thrilled by this series of adventure stories that demand the active participation of the reader. There are a wide range of themes - ghost stories, science fiction, mysteries, horror stories, historical tales - something, in fact, to appeal to every child. The success of the books is founded on the intriguing choices which the reader has to make in each gripping plot. Attractive full-colour covers and plenty of maps and illustrations set the scene.

Four new Storytrails join the 18 already published:

- ★ The Dark Awakening
- ★ Island of the Walking Dead
- ★ Sherlock Holmes - the Meyringen Papers
- ★ The Busting of Frankie da Mora

£1.25 each

(Make sure your Storytrails Library is complete!)



Cambridge books for children

Storytrails Mastermind Competition (closing date 20th June 1986)

Open to children under 15

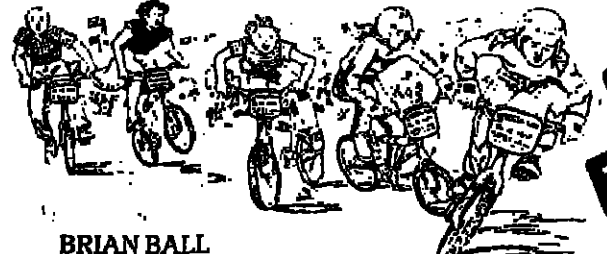
First prize: A BBC Microcomputer

To: Rosalind Horton, Cambridge University Press, Freeport, P.O. Box 110, Cambridge CB2 1BR. Please send me details of the Storytrails Mastermind Competition and a full list of books in the Storytrails Library.

Name

Address

Postcode



NEW FICTION from Methuen Children's Books

BRIAN BALL

BMX Billy

Billy was a BMX fanatic. He loved biking and he was good at it too. But he couldn't afford a BMX bike. And then one day his luck changed and he found himself on the way to becoming a champion!

416 59410 7 £5.50

GILLIAN CROSS

Swimathon!

A fund-raising campaign to repair the school's vandalised minibus leads Barry, Spag and Clipper into an exciting team challenge - a swimathon!

416 59700 9 £5.50

ANNE FINE

Anneli the Art Hater

Anneli hated all those boring art lessons at school but she loved a good mystery... And when she discovered there was something odd about a particular painting she was determined to get to the bottom of it!

416 61550 3 £5.50

BRIAN EARNSHAW

Starclipper and the Snowstone

A second amazing and funny adventure for the crew of Starclipper as they land at the gates of Sorcerer's Hold, on the planet Snowstone, which is covered in snow and ruled by horses!

416 54620 X £5.50

OLDER FICTION

BEL MOONEY

The Stove Haunting

As soon as young Daniel Richards lays eyes on the rusty iron stove in the old country Rectory, he is overwhelmed by inexplicable feelings - feelings so strange and strong that they carry him back over the years to a time when the tragedy of a small village turns to hope for a whole nation. A time-slip novel by a skilled and powerful novelist.

416 59550 2 £6.95

MARTIN WADDELL

Our Wild Weekend

A wild weekend for a group of teenagers on a school trip! All the joys and sorrows of early adolescence told with wit and sympathy by this distinguished author.

416 54670 6 £6.95

WILTSHIRE
UPPER AVON SCHOOL

N.O.R. 900 11-18 MRS
COTTS by
For September A Scale
Teacher to join the FACULTY
of ADVANCED DESIGN AND
TECHNOLOGY. This is a term
position, part-contrast job, for
one year only (although there is
the possibility of a permanent
post for a suitable applicant).
This requirement is for
Mentorship with Graphic Com-
munication. The ability to
offer other materials suited to
various levels would be an
advantage. The Faculty is de-
veloping a new approach, a
modular approach, and an in-
terdisciplinary approach. The
programme is desirable.
The position is a full-time
curriculum vitae, no formal
interview, but a letter of re-
ference, to the Headmaster by
the 15th September 1984, from whom further in-
formation may be obtained by
sending a A.E. 131212

Primary
Cornwall. TR26 2BB.
Primary
for one year a temporary teacher
school. Please state specialism.
s from the Headteacher at the

Junior & Infant School 2.
Cornwall. PL11 3LF. Group 2.

positive contribution to education. Candidates should be required to help develop and activities.

ous applicants will be relocation.

ric Clerk, District Education
Lisheard, on receipt of SAE.

lar & Infant School
Arles, St. Austell.

development teachers who will be
development of the P.E.
ol and, in particular, for the
es. Experience/Interest in one or
an advantage — swimming,
tics. The successful applicant
or class and will be expected to
ivities. The post is available

Infant School
 Barnwall, TR13 8JF, Group 4.
 Teacher for juniors/Infants.
 Advantage.
 District Clerk, District Education
 Liaison, on receipt of SAE.

Junior & Infant School
 26SU, Group 1.
 To teach mixed age/mixed
 to teach recorders/guitars to
 could be prepared to take an
 District Clerk, District Education
 Liaison, on receipt of SAE.

ably qualified and experienced
teacher at the following primary
Junior & Infant School
Ref. PL22 ORP, Group 2.
1986. Closing date 27th June, 1986.
Communicant members of the Church
Various applicants will be
application.
Junior & Infant School
Ref. TR12 6NQ, Group 2.
1986. Closing date 27th June,
(01057)
Details available from the Secretary
County Hall, Truro, Cornwall TR1

Further details and application forms from Headmaster, returnable as soon as possible (67857) 135423

Relocation grants in approved cases. Application forms (see please) from the Principal (19637) 153422

Apply in writing giving full c.v. and the names and addresses of two educational references. (18050) 13842

Applications will be
acknowledged with further
information.
(18907) 133422

2 referees should be sent to the Headmaster, Ramsey Grammar School, Ramsey, Isle of Man. Tel: 0624 813202 by 13th June, 1986. (19185)

Scale 1. London Area
c678. Applications in writing im-
mediately to the Headmaster of
the School, together with full
curriculum vitae and names of
three referees. (1973) 188499

and the curriculum
addresses of two referees
could be sent to the Head-
master as quickly as possi-
ble. 193422

experience, as well as the name and address of your firm and your own telephone number. 133422

post will run to 31st August 1987. Post could be of

and between two part-time teachers.

(11064)

JERSEY
STATES OF JERSEY

**PERIPATETIC
INSTRUMENTAL
SERVICE (RE-
ADVERTISEMENT)**

**Required for September
1986 or as soon as
possible thereafter**

**SPECIALIST TEACHER
OF VIOLA**

**(SCALE 1, OR 2 FOR
SUITABLY EXPERIENCED
APPLICANT)**

The successful candidate will join a staff of nine specialist instrumental teachers, and as well as being responsible for viola tuition, some of the teaching staff will involve teaching the full

ment's Group teaching is usually done in the early stages and teachers follow their pupils through to at least a Grade 5 standard.

An essential part of the work is performing in the weekly schools' concerts and with the Youth Orchestra coaching.

Applicants must be a car owner with a current driving licence and must be able to cope with some proven experience as both performer and teacher.

Application Forms from the Director of Education, P.O. Box 42, Hingham, St. Saviour, Jersey, Channel Islands. Tel: 0534

CLOSING DATE:
Thursday 26th June 1990
135820

Scale 1 Posts

AVON COUNTY

MANGOTSFIELD SCHOOL
 Rodway Hill, Mangotsfield,
 Bristol BS17 3LH

Required from 1st September
 1986; a teacher to teach
 Music and assist with its de-
 velopment throughout the
 school. Candidates should
 be able to offer English

Letters of application
to Headteacher by 20th Ju
1986, giving full c.v. &
names of two referees encl
ing see.
Avon as an Equal Oppor
tunity employer considers
licants on their suitabil
for the post, regardless
sex, race, disability or sex
orientation. (18057) 135

Following are required for
closing date is 19th June,

TEACHER HIGH
 in St. Annes, (1392 on Roll);
 SPECIALIST, WITH AN
 ADVANCED COURSE - ABILITY TO
 TEACH SCIENCE/MATHEMATICS -
 GENERAL STUDY COURSES
 ADVANCED COURSE - ABILITY TO TEACH
 AND AN INTEREST IN

AN INTEREST IN
AN ABILITY TO TEACH TO
S- ABILITY TO TEACH TO
IN PURE MATHEMATICS/
GH
9 on Roll; 11-18 Mixed)
LEVEL WITH SOME
ARROWSMITH R.C.

RELIGIOUS EDUCATION

IGH
1-16 750; 16-18 175)
(6)

CS
IGN AND TECHNOLOGY (01048)

111 A

Other Assistants

BERKSHIRE

ASHIRE
school 460 pu

ber 1986, able
tory up to 'A' La

II. PARTIAL FRICTION

200 pupils) makes for a supportive environment, where the staff are fully supportive academically and in a

Peter A. Langham MA
(Canab), Bowbrook
The Village, Hartlebury
Kidderminster,
Worcestershire, B51 3

Bowbrook School Telephone: 767-0866
 767-0867 Fax: 767-0868

Application

Bowbrook School Telephone: 767-0866
 767-0867

CLWYD

LINDISFARNE COLLEGE
Mixed boarding and day, 27
pupils
Required for September 1977
and prepared to wait until
January 1977 for the following
date: (1) Chemist/Physicist
'A' level; (2) Biologist
General Scientist to G.C.E.
O level combinations con-
sidered.
Salary in excess of $\pounds 5,000$ per
annum; Government Super-
annuation scheme.
The school is seeking for
male and one female graduate
with at least one year's
teaching experience and a
preference will be given to
offering active participation

school commitment. Further details available from the Head of Science, Lindsarna College, Ruston, Wroxham, Lincs LL14 6 TQ. Tel: Ruston (05978) 82344. B25474/356180. 184

EAST SUSSEX
BUCKSWOOD GRANGE
Uckfield
Enthusiastic science grad

Biology and Chemistry to level. Ability to offer a subjects (games, outdoor suits, etc.) a distinct advantage.

Include scope of development subjects and teaching skills. teaching small classes. Key member of a knit, well-motivated team. A salary in excess of \$10,000 per year. Some accommodation may be available.

Please apply in writing CV and names of two references to The Director of State (19340) 18

ESSEX
THORPE HALL SCHOOL
Required for Sept
1986. Biologist, must be
to offer help with Boys O
French or Computing. Mo
applicant direct from co
Burmham Scale 1.
Apply in writing to
Headmaster, Thorpe Hall
School, Thorpe Hall A
Thorpe Bay, Essex SS1
(19046) 1

Required for Septe-
1986 a GRADUATE in
BIOLOGY throughout
School up to 'A' level. The
a wide range of
curricular activity in which
appointee will be expected
participate. Brentwood has
own Senior schools.

Applications, together
curriculum vitae and the
and addresses where
as soon as possible to
Headmaster, Brent
School, Brentwood, (Brent-
CM15 8AS, Brentwood) 1986

Halestead C09 IFF
 Boarding & Day 145 Boys 7
 Required for September
 or January 1987, a qual
 teacher of Physics to O'le
 GCSE level, ability in
 Mathematics an advantage
 2. Salary: Burnham Scale
 3. Single or married ac
 4. modation available.
 A temporary appointme
 may be considered.
 Apply to Mr. W. Hester
 full c.v. and names of
 professional referees or
 for details. (19856) 18



UNIVERSITY OF ALBERTA
HIGH SCHOOL
 for January 1987
MINISTRY
 is required to teach in a large

Successful candidate would have completed a full A Level course as well as a range of other A level classes. The post may suit a person with previous experience who wishes to develop their skills or a newly qualified person. The successful candidate will have a willingness to live in the largely boarding community and to work in a boarding school. Salaries are according to experience and accommodation will be provided.

(b) (5) DPP

Applications should be addressed to the Head Master and include a full curriculum vitae as well as the names and addresses of two referees. Further particulars of the post may be obtained from the Head Master's Secretary, King's College School, Southdale, London SW19 4TT (01-847 831).

Ability to drive as
Burnham Scale 3 v
tion.

INNER LONDON
EDUCATION
AUTHORITY

WESTMINSTER COLLEGE
Required for September 1986
Computing (Ref. ENG 1.86)
The two points described are intended for the Dept of Engineering but will participate in a range of courses, some of which will be in other departments.
TWO POSTS AT LECTURER 2
to search between them to the level of BTFC National Diploma.
(1) Commercial Applications, including COBOL and Commercial Hardware and Software
(2) Micro-computer technology, Micro-electronic theory and Programming
Additionally an ability to teach Numerical/Mathematics would be an advantage.

Department of Continuing and Creative Studies
Battersea Park Road, SW11
LECTURER 2 (Ref: CCS 1/85)
to develop all aspects of LANGUAGE
SUPPORT at the Battersea site, teach
Communication Skills and organise
and coordinate the Communication
Skills workshops.

**LECTURER 1 in PHYSICAL
EDUCATION.**
Two posts are available:
(1) Temporary Lecturer 1 (Ref: CCS 2/

2) Lecturer 1 (Rel: 3/85) to teach as above, but with good experience in Dance.

ASSOCIATE LECTURER (0.7) (Rel: 4/85) in FASHION to teach a range of practical skills to CB 780 and Creative Craft students. Some sewing work involved.

Department of General and Business Studies

LECTURER 1 (Rel: 3/85) to teach **BUSINESS STUDIES** in IBTEC Courses at all levels to National Diploma. Ability to offer ORGANISATION AND ENVIRONMENT to be looked for with one or two from Book-keeping, Economics, Finance, Information Pro-

Department of Languages
Ceslie Leno, SW1
LECTURE 1 (Prel: LCL 208)
to teach ENGLISH to SPEAKERS OF
OTHER LANGUAGES at all levels from
Beginners to Cambridge Proficiency.
Ability to teach a Foreign Language an
advantage. Two posts available, one
permanent and one temporary to 31
August 1987.

Please send leaflets etc. for details
and application forms, returnable by 17
June 1986, quoting reference on the
envelope, to: Clerk to the Governors,
Westminster College, Brompton Park
Rd, SW911 4JF.

ROUGH OF BRENT winning Scheme (Ilbourn Unit) BY HEAD UNIT

units which provide further education through the Youth Training Scheme. At the South Kilburn Unit, located in the Community School, Stafford Road, provides support for trainees following.

try to problems and co-operate with training programme. Applications

Communication Skills, Numerical Literacy. Opportunities for internal candidates listed post, such candidates only may skills in place of the Core Skills listed

commitments, the successful candi-
management responsibilities of the

demonstrate: good communications ability to apply, a range of training initiative/organisational ability; a sound commitment to, Equal Opportunities policy, a scheme that meets the

from members of the black community.

1,038 London Allowance

Application forms obtainable from the
Kilburn School, Stafford Road,
of an SAE) returnable by 20 June

THANET TECHNICAL COLLEGE

Applications are invited from suitably qualified candidates for the following posts available from 1 September 1986.

DEPARTMENT OF BUSINESS & MANAGEMENT STUDIES

Lecturer Grade I (Salary £6,324-£11,247) to cover a range of teaching activities: BTEC First Level Core Studies, Social Life Skills and/or Calculations of YTS students, Computer Literacy.

Lecturer Grade I — Fixed Term Contract — (Salary £6,324-£11,247). Applicants should be able to offer one or more of the following areas: Retail, Distribution & Marketing, Modern office Technology, Travel & Tourism, Short Course Development, Information Processing.

DEPARTMENT OF ART, DESIGN & TECHNOLOGY

Lecturer Grade I to teach product Design and Manufacture. Candidates should have knowledge and skills of a wide range of materials and processes. (Salary £6,324-£11,247).

Lecturer Grade I (Salary £6,324-£11,247) in Surface Design and Dress. Applicants would need to show experience in a multi-media flexibility as well as textile and garment design and manufacture.

DEPARTMENT OF GENERAL EDUCATION

2 x Lecturer Grade I (Salary £6,324-£11,247) to teach Mathematics.

Lecturer Grade I (Salary £6,324-£11,247) to teach Mathematics.

Lecturer Grade I (Salary £6,324-£11,247) to teach Physics and Mathematics.

DEPARTMENT OF SOCIAL & HEALTH STUDIES

Lecturer Grade I (Salary £6,324-£11,247) to teach Communications Skills, Numeracy and Social/Life Skills on a variety of courses to students of a wide range of ability levels.

DEPARTMENT OF HAIRDRESSING & BEAUTY THERAPY

Lecturer Grade I (Salary £6,324-£11,247) to teach on a range of Beauty Therapy courses. Candidates should be qualified in Physiotherapy and Body Massage.

Lecturer Grade II (Salary £8,076-£12,945) to be responsible for Science and the Department's School Link Programme.

Application forms and further details relating to all the posts are available on request from The Principal, Thanet Technical College, Ramsgate Road, Broadstairs, Kent CT10 1PN, (telephone 0843-55111) to whom they should be returned by the closing date of Friday 20 June 1986.

KENT COUNTY COUNCIL

COLLEGES OF FURTHER EDUCATION

continued

BEXLEY LONDON BOROUGH

BRITISH COLLEGE OF TECHNOLOGY
Applications are invited for the following posts:

LECTURER GRADE I IN BRICK (3 POSTS)
Applicants should have an F.T.C. or equivalent and be able to teach both brick masonry and wood masonry in brick and wood masonry.

LECTURER GRADE I - JOINTWORK
Applicants should have an F.T.C. or equivalent and be able to teach both brick and wood masonry in jointwork.

LECTURER GRADE I IN CARPENTRY & JOINERY
Applicants should have an F.T.C. or equivalent and be able to teach both carpentry and joinery in carpentry and joinery.

LECTURER GRADE I IN MOTOR VEHICLE
Applicants should hold an F.T.C. or equivalent and be able to offer the complete range of subjects for the C.G.E. Level 1, 2 and 3.

LECTURER GRADE I IN TRAVEL & TOURISM
Applicants should have an F.T.C. or equivalent and be able to teach both travel and tourism in travel and tourism.

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BUCKINGHAMSHIRE COUNTY COUNCIL MILTON KEYNES COLLEGE

Applications are invited from suitably qualified persons for the posts below which are available from 1 September 1986. Experience of further education and/or industry is desirable.

DEPARTMENT OF BUSINESS AND MANAGEMENT STUDIES

Lecturer Grade I in Secretarial Studies
Lecturer Grade I in Secretarial Studies (Two thirds full time)
Lecturer Grade I in Secretarial Studies (One year temporary full time)

The persons appointed to the above posts should be able to offer some or all of the following subjects to Secretarial, Adult and Retraining and School Link classes:

Teeline
Typewriting
Office Practice
Word Processing

Lecturer Grade I in Business Studies (2 posts)
Lecturer Grade I in Business Studies (One year temporary full time)

The persons appointed to these posts will be involved primarily with teaching a variety of subjects on the College's VTEC First Award and National Level courses and will be required to have a sympathetic understanding of the philosophy of BTEC. Subjects offered should include some or all of the following:

Accounting
Structure of Business
Statistics
Business Administration
Business Communication

Lecturer Grade I in Computer/Business Studies

The person appointed will be concerned with teaching on the College's VTEC national Diploma in Computer Studies Course. Candidates should be able to offer Computer Studies, COBOL and Small Business Systems. The teaching of some Business Studies subjects may be required.

Lecturer Grade II in Computer Studies
The person appointed will be required to teach on BTEC National Diploma and Certificate Courses in Computing Studies and to develop short courses in Computing subjects.

DEPARTMENT OF CATERING, CARE AND COMMUNITY SERVICES

Two Lecturer Grade I in Catering Subjects (one year temporary full time)

The persons appointed will be involved with the teaching of Food Production and Food Service to craft courses.

DEPARTMENT OF ENGINEERING

Lecturer Grade I the Motor Vehicle Work (temporary full-time)
The successful applicant will be mainly concerned with YTS classes and will be required to teach Motor Vehicle Practical Work with the relevant theory.

Lecturer Grade I in Electrical Engineering/Electronics
The person appointed will be required to teach Electrical/Electronic Principles to the College VTEC Engineering Diploma course.

Application forms together with further particulars are available on receipt of a stamped addressed envelope (9" x 6") - applicants should state clearly the posts in which they are interested - from The Principal, Milton Keynes College, Chaffron Way, Leadenhall West, Milton Keynes, MK8 8LP.

Thameside Regional Council

FURTHER EDUCATION DUNDEE COLLEGE OF FURTHER EDUCATION, OLD GLAMIS ROAD, DUNDEE tel. (0382) 819021

Applications are invited from suitably qualified and experienced persons for the following posts:-

LECTURER B IN PUBLIC ADMINISTRATION

Salary Scale - £8,574 - £11,676

To teach Central/Local Government, Social Services and Public Administration to students on National and Higher National Certificates.

Applicants should have a degree or equivalent professional qualification and/or experience of local government or health service administration.

LECTURER B IN COMPUTING

Salary Scale - £8,574 - £11,676

To teach to students on National Certificate modular programmes which include programming and data processing. The ability to contribute to the teaching of computer systems and management would be an advantage. Applicants should have an appropriate qualification and/or experience within the Computer Industry.

LECTURER B IN COMPUTING

Salary Scale - £8,574 - £11,676

This post will make a contribution to teaching as in above Computing post but will be primarily concerned with the development of software for use within the College. Applicants should have a wide experience of programming and be able to assist the staff, as clients, to produce software which meets their needs.

LECTURER B IN COMMUNICATION STUDIES

Salary Scale - £8,574 - £11,676

This post will involve the teaching of National Certificate modules in Communication and Personal and Social Development to a wide range of students who are undertaking full-time or part-time courses or are following the "off-the-job" element of Youth Training Scheme Programmes. A degree and appropriate experience are required.

LECTURER B IN HISTORY AND MODERN STUDIES

Salary Scale - £8,574 - £11,676

The Academic Studies Section prepares students for a wide range of SCE/GCE subjects. A vacancy will shortly occur in the subject area of History, Modern Studies and Government and Politics and applications are invited from suitably qualified persons to join this section.

Application forms and further details may be obtained from the Principal at the above address to whom completed applications should be returned by Friday 20 June 1986.

COLLEGES OF FURTHER EDUCATION

continued

BUCKINGHAMSHIRE

BUCKINGHAMSHIRE COLLEGE OF FURTHER EDUCATION
Required from 1 September 1986

LECTURER GRADE I IN BUILDING CLINGS
Full-time and part-time posts available

Salaries within the range of £6,324 - £11,247, rising to £12,945 per annum. Starting point dependent on qualifications, training and experience.

Applications are invited for posts in:

BRICKWORK, CARPENTRY & JOINERY, ELECTRICAL INSTALLATION, PLUMBING & HEATING, PLUMBING, PROFESSIONAL STUDIES.

An appropriate qualification and/or experience is desirable; training on qualifications, training and experience.

Further details and application forms are available from the Principal, Bucks. HPI1 24,384 - £11,247 p.a. (Buckinghamshire College of Further Education, Queen Alexandra Road, Wycombe, Bucks. HP11 2JZ).

Applicants to clearly quote subject area and post of interest.

FULL-TIME POSTS
write or telephone the Head of School of Buildings (High Wycombe 22141).

PART-TIME POSTS
write or telephone the Head of School of Buildings (High Wycombe 22141).

COMPLETED FORMS
TO BE RETURNED TO: SOON AS POSSIBLE. (1986) 220026

CHESHIRE

MACCLESFIELD COLLEGE OF FURTHER EDUCATION

The following post is available from 1st September 1986.

Department of Technology and Science.

LECTURER GRADE I IN ENGINEERING (AERO-NAUTICAL)

Further details and an application form may be obtained from the Principal, MacColls College of Further Education, MacColls Park, MacColls, Cheshire SK11 8LP. Tel: 0562 51111. Closing date 30th June 1986.

(1986) 220026

CHESHIRE

EDUCATION COMMITTEE
(in association with the Home Office Prison Education Department)

CENTRE
Thorn Cross, Appleton Thorn.

TEMPORARY LECTURER IN

Applications are invited from suitably qualified and experienced candidates for this temporary post. The post is available immediately for the period December 1986 and will include some work during the summer months.

Further details and application forms (SAE please) may be obtained from the Principal, North Cheshire College of Further Education, Campus, Farnhead, Warrington, WA2 0DB. Tel: 0925 51111. Closing date 15th June 1986.

(1986) 220026

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(1986) 220026

DERBY

WARDEN/TUTOR FOR HALL OF RESIDENCE IN FURTHER EDUCATION DEPARTMENT
at the ROYAL SCHOOL FOR THE DEAF, Derby. The post is available for a qualified teacher of the deaf, a qualified social worker or a post-graduate student prior to further studies. Application form and details from The Principal, Royal School for the Deaf, Ashbourne Road, Derby S11 19054. 220026

DEVON

SOUTH DEVON COLLEGE OF ARTS & TECHNOLOGY

For 1st September 1986. Applications are invited from qualified and experienced persons who are able to teach a range of subjects and activities in the above area, including the B.T.E.C. course in Leisure Studies and parts 1, 2 and 3 of the C.G.E. Level 1 course.

Further details and application forms are available from the Principal, South Devon College of Arts and Technology, Torquay TQ2 5BT. Devon. Tel: 0392 51111. Closing date 30th June 1986.

(1986) 220026

DURHAM

COUNTY COUNCIL
Principal, Durham College of Technology

Required as soon as possible. The post is available for a qualified and experienced person who is able to teach a range of subjects and activities in the above area, including the B.T.E.C. course in Leisure Studies and parts 1, 2 and 3 of the C.G.E. Level 1 course.

Further details and application forms are available from the Principal, Durham College of Technology, Leazes Road, Durham. Tel: 091 273 5111. Closing date 30th June 1986.

(1986) 220026

DURHAM

COUNTY COUNCIL
Principal, Durham College of Technology

Required as soon as possible. The post is available for a qualified and experienced person who is able to teach a range of subjects and activities in the above area, including the B.T.E.C. course in Leisure Studies and parts 1, 2 and 3 of the C.G.E. Level 1 course.

Further details and application forms are available from the Principal, Durham College of Technology, Leazes Road, Durham. Tel: 091 273 5111. Closing date 30th June 1986.

(1986) 220026

DURHAM

COUNTY COUNCIL
Principal, Durham College of Technology

Required

MID CORNWALL COLLEGE OF FURTHER EDUCATION SALTASH FURTHER EDUCATION CENTRE CHURCH ROAD, SALTASH, CORNWALL PL23 4AE

Senior Lecturer In Technology (Electronics)

Salary Scale £11,958 - £14,046

A challenging opportunity available from 1st September 1986 or as soon as possible, to be involved in the planning and development of a new section at the Saltash Further Education Centre.

A new building to be commenced this summer at the Centre will house two Micro Electronic/Electrical laboratories, a project area, a light fabrication workshop, an all purpose science laboratory, a computer laboratory and general classrooms.

The post demands a person with wide experience and the ability to direct and manage a small but significant section of the Centre.

Candidates should hold a degree or equivalent qualification in Electronics. Teaching and industrial experience are both highly desirable, as is a teaching qualification.

Further information and Application Forms are available, upon receipt of a stamped addressed envelope, from The Principal, Mid Cornwall College of Further Education, Palace Road, St. Austell, Cornwall, PL25 4BW.

Closing Date 20th June 1986.



COLLEGES OF FURTHER EDUCATION continued

GRAMPIAN REGIONAL COUNCIL MORAY COLLEGE OF FURTHER EDUCATION ASSISTANT PRINCIPAL

Applicants must hold a Degree and/or relevant professional qualification, and preferably have industrial or commercial experience.

Candidates must have held a post of responsibility in Further Education or Administration and be teacher trained.

Salary £18,090.

SENIOR LECTURER II - GENERAL EDUCATION

Applicants must be suitably qualified with experience in further education. It is desirable that candidates have appropriate work experience in the area of physical education or leisure and recreation of art and design or the mass media.

Specific duties and responsibilities will be negotiated after appointment, in the light of qualifications and experience of person appointed and requirements of the Department of General Studies.

Salary Scale: £11,676 - £18,710.

LECTURER 3 - GENERAL STUDIES

Applicants must hold a University Degree and/or a CGSW with considerable experience in a practical social work setting. Teaching and supervisory experience an advantage. Main teaching is as part of a team offering 1st National Certificate Modules and the Preliminary Certificate in Social Studies.

Salary Scale: £8,574 - £11,076.

ABERDEEN COLLEGE OF COMMERCE

SENIOR LECTURER II - SYSTEM PROGRAMMER

Applicants for this post in the Computing and Data Processing section of the Department of Mathematics, Science and Computing should have a Degree or Higher National Qualification in Computer Data Processing and Systems Programming and Program Design.

Will include teaching Business System Analysis and Computer System Design to Scottish Higher National Diploma/ Certificate level with opportunity to teach Postgraduate level.

Salary Scale: £11,076 - £13,578.

ABERDEEN TECHNICAL COLLEGE

LECTURER IN FISHING STUDIES

Applicants must be suitably qualified and hold a Skipper (Full) Certificate of Competency. Appropriate sea-going experience is essential. Salary Scale: £8,574 - £11,076.

Application forms and further details for the above posts from the Director of Education (Principal, Aberdeen Technical College, Woodhill House, Aberdeen AB9 8LU, with whom applications and enquiries should be made by 15th June 1986).

John Beale
DIRECTOR OF EDUCATION

(01113)

HAMPSHIRE CRICKLADE COLLEGE ANDOVER Required from September 1986 or as soon as possible

LECTURER II IN ACCOUNTING to teach 'A' and BTEC National Diploma in Accounting. Also to teach another Business Studies subject on an ad-hoc basis.

LECTURER I IN SHEET METALWORK/VEHICLE FABRICATION/WELDING to be in charge of the section and to teach sheet metal fabrication and welding subjects on GCE, A-level and BTEC courses. EITB Off-the-Job Technician course and PICKUP.

A knowledge of vehicle body building and repair would be an advantage. Cricklade is a tertiary college under FE regulations. Further details and application forms may be obtained by writing to or telephoning The Principal, Cricklade College, Charlton Road, Andover, Hants. SP10 1JL. Tel: 01263 220026.

Salary £18,090.

SENIOR LECTURER II - GENERAL EDUCATION

Applicants must be suitably qualified with experience in further education. It is desirable that candidates have appropriate work experience in the area of physical education or leisure and recreation of art and design or the mass media.

Specific duties and responsibilities will be negotiated after appointment, in the light of qualifications and experience of person appointed and requirements of the Department of General Studies.

Salary Scale: £11,676 - £18,710.

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Salary Scale: £8,574 - £11,076.

ABERDEEN COLLEGE OF COMMERCE

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Will include teaching Business System Analysis and Computer System Design to Scottish Higher National Diploma/ Certificate level with opportunity to teach Postgraduate level.

Salary Scale: £11,076 - £13,578.

ABERDEEN TECHNICAL COLLEGE

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Applicants must be suitably qualified and hold a Skipper (Full) Certificate of Competency. Appropriate sea-going experience is essential. Salary Scale: £8,574 - £11,076.

Application forms and further details for the above posts from the Director of Education (Principal, Aberdeen Technical College, Woodhill House, Aberdeen AB9 8LU, with whom applications and enquiries should be made by 15th June 1986).

John Beale
DIRECTOR OF EDUCATION

(01113)

FIFE REGIONAL COUNCIL EDUCATION COMMITTEE

GLENROTHES AND BUCKHAVEN TECHNICAL COLLEGE LECTURER A SOFTWARE ENGINEERING

Applicants for this post will have an Engineering background and be familiar with at least two software languages, one of which should have experience of in an industrial application.

The successful applicant will be expected to liaise with local industry and develop courses in software engineering. He/she will teach as a member of a department team on a wide range of courses up to and including Higher National Certificate.

He/she may also be allocated time to assist in the College Practical Training Facility which is an Open Tech Project providing a service to industry in a number of areas including:

CAD/CAM Robotics Electronics and Microsystems.

Salary: Lecturer A Scale - £9,321 - £13,710

Rented accommodation may be available in the new town.

Forms of application and further details may be obtained from the Director of Education, Fife House, Glenrothes.

Closing date for applications: Friday 20th June, 1986.

(01263)

HAMPSHIRE CRICKLADE COLLEGE

ANDOVER

Required from September 1986 or as soon as possible

LECTURER I IN SHEET METALWORK/VEHICLE FABRICATION/WELDING to be in charge of the section and to teach sheet metal fabrication and welding subjects on GCE, A-level and BTEC courses. EITB Off-the-Job Technician course and PICKUP.

A knowledge of vehicle body building and repair would be an advantage. Cricklade is a tertiary college under FE regulations. Further details and application forms may be obtained by writing to or telephoning The Principal, Cricklade College, Charlton Road, Andover, Hants. SP10 1JL. Tel: 01263 220026.

Salary £18,090.

SENIOR LECTURER II - GENERAL EDUCATION

Applicants must be suitably qualified with experience in further education. It is desirable that candidates have appropriate work experience in the area of physical education or leisure and recreation of art and design or the mass media.

Specific duties and responsibilities will be negotiated after appointment, in the light of qualifications and experience of person appointed and requirements of the Department of General Studies.

Salary Scale: £11,676 - £18,710.

LECTURER 3 - GENERAL STUDIES

Applicants must hold a University Degree and/or a CGSW with considerable experience in a practical social work setting. Teaching and supervisory experience an advantage. Main teaching is as part of a team offering 1st National Certificate Modules and the Preliminary Certificate in Social Studies.

Salary Scale: £8,574 - £11,076.

ABERDEEN COLLEGE OF COMMERCE

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Will include teaching Business System Analysis and Computer System Design to Scottish Higher National Diploma/ Certificate level with opportunity to teach Postgraduate level.

Salary Scale: £11,076 - £13,578.

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John Beale
DIRECTOR OF EDUCATION

(01113)

COLLEGES OF FURTHER EDUCATION continued

HERTFORDSHIRE CASTLE COLLEGE Llangatwg, Watford, Hertfordshire LECTURER IN PROFESSIONAL COOKERY

Applicants are invited from suitably qualified candidates with good industrial experience to participate in the development of teaching on a wide range of courses, including City and Guilds, BTEC and Higher Certificate.

Previous teaching experience and qualifications desirable but not essential. Salary Scale: £6,324 - £11,347 (rising to £12,945 p.a.) plus £288 Inner Fringe Allowance.

Application forms and further details may be obtained from the Administrative Officer (Personnel), Hull College of Further Education, Queens Gardens, Hull, North Humberside, HU1 3DG. Tel: 29945.

Closing date: 23rd June 1986.

Humberside County Council is an equal opportunity employer. (18333) 220026

HUMBERSIDE COUNTY COUNCIL
EDUCATION DEPARTMENT
EDUCATION COMMITTEE

Applicants are invited from suitably qualified and experienced teachers for the above post. Applicants should have some Adult remedial experience and also some teaching experience in a school establishment would be an advantage.

The post is tenable from 1st September 1986.

Salary: Lecturer I £6,324 - £11,347 (rising to £12,945 p.a.) plus £288 Inner Fringe Allowance.

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EDUCATION COMMITTEE

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The post is tenable from 1st September 1986.

Salary

LONDON BOROUGH OF CROYDON EDUCATION COMMITTEE

Assistant Youth Service Adviser

A new appointment, for a person with Club work skills. The Croydon Youth Service, in recognising the needs of the one-night-a-week Club, wishes to appoint somebody to make contact with them, through a network of part-time Field Officers, to offer them support and training to aid their effectiveness. Some responsibility for liaison with the Croydon Youth Council.

Salary: Southbury Main Range 5-9 (£13,425-£14,784 inc. LW.)
Further details and application forms are available from the Director of Education (Youth), Room 8-17, Taberner House, Park Lane, Croydon CR9 1TP (tel. no. 01-688 4433 Ext. 2549).

Closing date: 2 weeks after the appearance of this advertisement.

Assistance with removal expenses available in approved cases. Casual Car Allowance payable.

Informal enquiries may be made to the Youth Service Adviser (Mr B Dossell) on the above telephone no.

(0137)

CROYDON EDUCATION

ADULT EDUCATION

ilea

INNER LONDON
EDUCATION AUTHORITY

CLAPHAM-BATTERSEA ADULT EDUCATION INSTITUTE 6 Edgeley Road, SW4

Applications are invited for the post of

Vice-Principal

One of the two vice-principal posts is vacant, following the promotion of the present postholder. The Institute serves Clapham, Balham and Battersea in North West Lambeth and North East Wandsworth, covering 10½ local government wards. The area has the variety, diversity, stresses and challenges characteristic of inner city London — unemployment is high throughout the area, there has been a collapse of manufacturing industry, and physical decay. However, there is a rich ethnic linguistic and cultural mix, and the Institute is committed to working with all its local communities.

Suitably qualified applicants, with teaching and organising experience in the education of adults are sought.

Working experience in a multi-racial inner city area would be an advantage. A commitment to ILEA's Equal Opportunities Policies is essential, as is a commitment to co-operative ways of working.

Applications are particularly welcome from members of ethnic minorities, women, and from people with disabilities, who are under-represented among ILEA Principals and vice-principals.

Burnham (FE) Salary Scale Vice Principal (Group 4 Institute) £18,129, plus £1,038 London Allowance. Assistance may be given towards household removal expenses.

Details and application forms available from the Education Officer (ILEA/PS/CECS), Room 236A, The County Hall, London SE1 7PB. Please enclose a foolscap SAE.

Closing date for completed application forms 20 June 1986.

ILEA IS AN EQUAL OPPORTUNITIES EMPLOYER.



SURREY COUNTY COUNCIL

MID-SURREY
ADULT EDUCATION INSTITUTE
Appointment of

Principal (Group 2)

Salary within the range of £16,896-£18,123 plus £282 London Fringe Allowance

Required 1 January 1987 (Interviews will be held in September). Applications are invited from suitably qualified and experienced candidates with adult education and, preferably, further education experience for the post of Principal.

The Mid-Surrey Adult Education Institute will be formed from 1987 by the amalgamation of Epsom & Ewell and Mole Valley Institutes following reorganisation. The successful candidate will be expected to have wide administrative and managerial experience and to demonstrate the capacity and vision for continuing the development of this enlarged Institute which provides a broad range of vocational and non-vocational courses and has responsibility for an Extended Education Centre for mentally handicapped young people and adults.

Generous relocation expenses in approved cases. Temporary housing may be available.

Application forms and further details are available from the County Education Officer (FEMED), County Hall, Kingston-upon-Thames, Surrey KT1 2DU (SAE please).

Closing Date 20 June 1986.

(01004)

YOUTH & COMMUNITY continued

SHROPSHIRE COUNTY COUNCIL

(An Equal Opportunities
Employer)

YOUTH SERVICE

SENIOR YOUTH WORKER (Temporary)

Person appointed will work in the South Wrekin District Team.

Work will entail providing support to youth workers in the Woodside Sub-District in addition to developing direct youth work in Woodside and Ironbridge.

Vacancy due to secondment of current post-holder and is available for 12 months from 6th October 1986.

INSTE approved Staff Development Policy.

Salary JNC Range 3, pts. 3-5, £10,076 to £12,123 p.a. for approved additional qualifications.

Further details, job description and application form from County Education Officer (87A/115), Shrewsbury, Shropshire. Tel: 0743 354406.

Closing date: 24th June, 1986.

An Equal Opportunity Employer. (07878) 440000

SOUTH HUMBERSIDE

From September 1986
FULL-TIME YOUTH & COMMUNITY WORKER

REQUIRED

For newly-built youth centre within a large international Christian Centre.

The successful applicant will have a minimum of five years' experience and qualifications as a youth and community worker or teacher and be able to work within a team.

The appointment has local authority support.

The salary will be JNC Range 3, £8,335 - £9,544 over five years.

Suitable persons should apply in writing in first instance with C.V. and details of Christian commitment to: Mr J. Carter (Director), Ice House Christian Centre, Victor Street, Grimsby, South Humberside. (01472) 440000

Closing date: 24th June, 1986.

An Equal Opportunity Employer. (07880) 440000

CHESHIRE EDUCATION COMMITTEE

HALTON DISTRICT
EDUCATION OFFICE

GRANGEWAY YOUTH AND COMMUNITY CENTRE

CENTRE MANAGER

(JNC RANGE 4) £10,317 - £11,514 p.a.

Applications are invited from suitably qualified and experienced persons for the above post. We are seeking an enthusiastic person who will have proven ability to manage and administer this large Centre and lead the staff team (including two full-time Youth and Community Workers) in developing the Centre's activities.

Qualifications and salary are in accordance with the JNC Scheme for Youth Workers and Community Centres Wardens.

Application forms and further particulars are available from The District Education Officer, Grange-way, Grange, Halton, Cheshire. Tel: 0743 354406.

Closing date: 24th June, 1986.

An Equal Opportunity Employer. (07878) 440000

INSTE approved Staff Development Policy.

Salary JNC Range 3, pts. 3-5, £10,076 to £12,123 p.a. for approved additional qualifications.

Further details, job description and application form from County Education Officer (87A/115), Shrewsbury, Shropshire. Tel: 0743 354406.

Closing date: 24th June, 1986.

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INSTE approved Staff Development Policy.

Overseas Appointments

GREECE

Wanted EFL teacher, British cvf, for 28 hours/week at an institution in Western Greece. Sept. 86-June 87. Band curriculum vitae, photograph and telephone number to: Mrs Zoe Veland, P.O. Box 10, 30100 Agrinio, Greece. 460000 (19051)

URUGUAY

British Schools Montevideo

This leading co-educational school requires

TWO PRIMARY MIDDLE SCHOOL TEACHERS

for March 1987, to teach 11-13 year olds English, Science and Topic work. Maths and/or Computer skills would be an advantage.

Candidates — should be fully qualified with at least 3 years experience. Age range up to 35, male or female, preferably single. A contribution to sports or other extra-curricular activities will be expected.

Salary and Conditions — School salary scale in Pesos adjusted to cost of living. Sterling allowance paid quarterly, plus sterling end of contract gratuity. Initial contract two years, renewable. Free return passages and accommodation.

Interviews in London July 21-25.

For further details and an application form, please contact Mr. F. J. Smith, Gabbittas-Thring Services Ltd., 6-8 Sackville Street, London, W1X 2BR. Tel: 01-734 0161.

(0117)

Gabbittas-Thring

TEFL Instructors, JAPAN

NAGOYA UNIVERSITY OF COMMERCE AND BUSINESS ADMINISTRATION

is seeking two Japanese with near native fluency in English, and at least one native English speaker, for TEFL positions starting April 1987. Successful candidates will work as an integral part of a team of language instructors, including 10 native speakers, in the modern and highly automated Language Centre on campus. Curriculum and material development and full involvement in University activities are also important aspects of the positions. Requirements:

- 1 — PhD (preferred) or MA in TEFL, Applied Linguistics or related field;
- 2 — Commitment to teaching as a career;
- 3 — TEFL or similar experience at university level, ideally partly gained overseas.

Familiarity with CAI would be beneficial. Salary and position commensurate with qualifications and experience. Please apply in English, enclosing a full curriculum vitae, to:

Miss Helen Gibson
Nagoya University of Commerce
and Business Administration,
Sagamine, Nishin-cho,
Aichi-gun, Aichi, 470-01 JAPAN

(0114)

Teachers of English as a Second Language. Istanbul Area.

- a) Initial period of contracts is for one year. (This may however, be renewed by mutual consent.)
- b) Both married teaching couples welcomed also single applicants.

Conditions of application

- a) Any of the following will be acceptable: A teacher's Certificate (showing English) or P.G.C.E. A degree in English or degree showing English A.T.E.F.I. or T.E.S.L. qualification would be very welcome.
- c) Applicants should send a C.V. and two photographs with photocopies of any qualifications as soon as possible.

Conditions of Service

- a) Free furnished accommodation or a salary supplement if you wish to find your own accommodation. The allowance will be T.L. 200,000 per month.
- b) Salary will be T.L. 300,000 per month.
- c) Annual holidays as per contract.
- d) Airfare to Turkey at the beginning of contract and Airfare to London at the conclusion of a contract.

Interviews

Interviews will be given in late June for candidates who apply. The interviews will be held in London.

Applications to: The Academic Registrar, Beyhan Aral Lisesi, B0y0kade Island, Istanbul, Republic of Turkey. (1905)

MALAWI

Kamuzu Academy

This co-educational boarding school is modelled on the lines of a UK public school and is a member of the Headmaster's Conference. There are at present 360 pupils taking courses up to Cambridge Board 'A' level. The teaching staff are all expatriates and are expected to play a full part in the wide range of extra-curricular activities.

There is a vacancy in September for:

THE TEACHER OF ART

throughout the school.

Candidates — Male or female, single or married, should have an Honours Degree and three years' teaching experience. They should also have studied Latin at school.

Salary — On school's scale plus 25% tax free gratuity.

Contracts — Three years initially with paid travel, free housing, car loan, generous education allowance and medical cover. Interviews in London July 1986.

For further information and an application form, please contact Miss D. Heard, Gabbittas-Thring Services Ltd., 6-8 Sackville Street, London, W1X 2BR. Tel: 01-734 0161.

(0118)

Gabbittas-Thring

Posts Overseas

Oman

Oman Technical Industrial College (OTIC)

Post 1: Head of Laboratory Science Department

Post 2: Lecturer in Computing

Post 3: Lecturer in Electrical Engineering (Power)

Post 4: Lecturer in Electronics and Communications

Post 5: 2 English Language Lecturers

Post 6: Lecturer in Civil/Structural Engineering

Post 7: Lecturer in Chemistry

Duties: Post 1: To establish and develop the Department's education and training programmes, maintain appropriate standards of teaching and instruction and devise appropriate programmes for staff and resource development.

Post 2: To advise and assist in the introduction of computers into the OTIC administration, participate in the development and revision of courses and software, and teach Computer Programming, appreciation and data/word processing.

Post 3: To teach electrical engineering science and technology, and electrical power engineering up to at least technician level, and participate in the revision and development of courses and teaching/learning materials.

Post 4: To teach electronics, preferably with a specialization in telecommunications, and participate in the development of courses, laboratories, workshops and industrial on-the-job training for students.

Post 5: To teach English language and study skills to both technical and commercial students, and participate in the development and revision of courses and teaching materials.

Post 6: To teach a selection of civil engineering construction, theory and design of structures, construction science, soil mechanics, structural detailing and applied mechanics up to at least technician level, and to take part in the development of courses, laboratories, workshops and teaching materials.

Post 7: To teach in the areas of chemistry, analytical chemistry and chemistry laboratory techniques up to at least Technician Certificate level.

Qualifications: candidates must be male, native speakers of English, with a British educational background with an appropriate teaching qualification and experience as set out below.

Post 1: a first degree in an appropriate discipline with at least two years' post-degree experience, or a Masters degree with at least eight years' post-degree experience, or a Doctorate with a least five years' post-degree experience.

Post 2-7: a first degree in the appropriate discipline with at least nine years' post-degree experience, or a Masters degree with at least six years' post-degree experience, or a Doctorate with at least three years' post-degree experience. For all posts, this experience

should include some teaching to tertiary level students. In addition, Post 2: the offering of BASIC and ASSEMBLER languages, together with experience in preparing CAL material for science, EPL, technology and familiarity with CP/M, MS-DOS and PC-DOS, would be useful, and Post 6: at least two years' experience in TEFL/TESL and involvement in ESP would be useful.

Salary: Post 1: OR 9,444 per annum. Other posts: OR 7,200 per annum. Salaries are free of local tax. (£1-OR 0.68 approx).

Benefits: free furnished accommodation; electricity, water and car allowances; baggage allowance; annual passage-paid leave for appointee, spouse and up to 3 children under 21; free medical treatment.

Contract: one-year local contract, renewable by mutual agreement, starting 1 September 1986.

Closing date for applications: 20 June 1986.

Telephone 01-499 8011 extension 3149 for details and application form.

Reference: 86 A 24-30 T

Oman

Muscat English Speaking School (Secondary)

ASSISTANT PURCHASING OFFICER

Textiles; Sports and Games
Scale 4/5: £6,900 - £8,697.

This post is based in Trowbridge in the Purchasing and Marketing Division of the Consortium for Purchasing & Distribution, which serves nine County Councils, one Water Authority and 52 District Councils in the South West of England and Wales.

The successful candidate will assist in providing an effective and efficient service for the purchase of textiles - uniform and allied products; and sports and games equipment. Specialist knowledge in one of these product areas would be a distinct advantage.

Corporate membership of the Institute of Purchasing and Supply is preferred. However sympathetic consideration will be given to candidates studying for their final examinations.

Further details and application form from: Consortium for Purchasing and Distribution, Hammond Way, Trowbridge, Wiltshire BA14 6BS. Telephone: Trowbridge 8111 Ext. 3321. Form returnable by 20th June 1986 quoting reference SR.88.176

WILTSHIRE COUNTY COUNCIL Education Department

SENIOR ASSISTANT EDUCATION OFFICER

(Head of Project Unit)
PO (11-14) £14,748-£15,831 p.a.

With the increased need to undertake major reviews of aspects of the Education Service, arising from local and central government initiatives, a project unit is to be established in the Education Department. The unit will be responsible for reviewing arrangements across the education service, collecting and analysing data, drawing up options and presenting proposals.

The unit will be formed mainly from staff within the Department who at present have some responsibility for these matters, and a separate experienced education officer is required as its head. Experience of LEA administration is essential and, preferably, teaching experience.

Further details and application forms are available from the Chief Education Officer (ST/N), County Hall, Bythesea Road, Trowbridge, Wiltshire BA14 8JB. Telephone Trowbridge (02214) 3641, ext. 2464, reference E88.246. Closing date for applications is 20 June 1986.

ADMINISTRATION - LEA continued

MERTON LONDON BOROUGH OF

EDUCATION AND RECREATION DEPARTMENT

ASSISTANT EDUCATION OFFICER (RECREATION SERVICES)

P.O. £11,718 to £15,804 (including London weighting). Applications are invited for the third level post of Assistant Education Officer (Recreation Services) which will convey responsibility principally for control of the Department's budgeting and financial procedures and of the sites and buildings work.

Applicants should be able to offer relevant experience at a senior level, preferably in an education department. A degree or similar qualification would be advantageous in view of some teaching experience.

Application forms and further particulars may be obtained from the Director of Education and Recreation, Crown House (10th floor), London Road, Merton, Surrey SM4 5DX (Tel: 01-345 382). Closing date: June 20th 1986. (18246) 480000

Administration General

OXFORDSHIRE

OXFORD RHAMA PRINCIPAL

Require ADMINISTRATOR

Challenging position for person with experience and flair. £8,500 p.a.

Further details: 8 Caxton Mill House, Juxon Street, Oxford. Tel: (0865) 511050. 500000

All advertisements are subject to the conditions of acceptance of Times Newspapers Ltd, copies of which are available on request.

EDUCATION DEPARTMENT

Adviser for Humanities

Salary: HT8 £16,785-£18,273 pa

This is a new post in an expanding Advisory Team. Applicants are invited from suitably qualified candidates with substantial teaching experience in the Humanities area. The person appointed will be expected to give a lead in developing a number of curriculum initiatives both in his/her curriculum area and as part of the team.

Previous applicants will be reconsidered.

Application form and job description available from the Director of Education, County Hall, Chichester, West Sussex, PO18 1RF, or by telephoning Mrs C Vigor on Chichester 777783.

Closing date: 20 June 1986. (01017)

west sussex

CAMBRIDGESHIRE

CHIEF ADMINISTRATIVE OFFICER

THE ISLE COLLEGE, Wisbech

ARE YOU

- seeking a challenging administrative post in a progressive college of Further Education?
- accustomed to computer systems for statistical analysis and financial control?
- able to demonstrate broad and sound financial management experience preferably with Local Government?

HAVE YOU:

- professional qualifications in Business/Administration/Management/Finance?
- outstanding man management skills?

IF SO:

Write to The Principal, The Isle College, Remfry Road, Wisbech PE13 2AE for details of the vacancy for Chief Administrative Officer. Please enclose an SAE. SALARY: 902 £10,960-£11,804. Closing date - 19th June, 1986. (10000)

EQUAL OPPORTUNITY EMPLOYER



UNIVERSITY OF CAMBRIDGE LOCAL EXAMINATIONS SYNDICATE Examinations in English as a Foreign Language Appointment of Two Officers

Applications are invited from graduates with relevant educational and administrative experience for the posts of Examinations Officer and Test Development Officer in this large international examining organisation. Candidates should have a good Honours degree, qualifications in the teaching of English as a Foreign Language and overseas experience. Teacher Training experience would be an advantage for the post of Examinations Officer. Experience in Testing and Evaluation would be an advantage for the post of Test Development Officer.

The work of Syndicate Officers is stimulating and varied, with opportunities for travel both nationally and internationally. The persons appointed should be able to write well and will often be called upon to speak in public and to meet with Education Officials and teachers from different countries.

Officers are responsible for planning their own work schedules, which allows considerable scope for flexibility and initiative. Attention to detail and the ability to meet deadlines, often working under considerable pressure, are essential. The Examinations Officer will be required to undertake considerable travel overseas.

The duties of the Officers will be in connection with some or all of the following:

- development of new examinations
- planning of examinations
- the preparation of examination syllabuses, reports and other publications
- arrangements for setting and moderation of question papers
- the organisation of examinations and awards, and
- general office duties such as correspondence and committee work.

The appointments are pensionable under the University Superannuation Scheme. The salaries are currently in the range £9,495 to £12,780, but appointment on a scale up to £16,760 will be considered for suitably experienced candidates.

Applications (three copies headed 'Exams Officer' or 'Test Development Officer') should be sent with the names of three referees to: The Secretary, University of Cambridge Local Examinations Syndicate, 1 Hills Road, Cambridge, CB1 2EU, so as to reach him not later than June 30, 1986. (01080)



FURTHER EDUCATION UNIT

The FEU which is an advisory, intelligence and development body for further education requires as from 1 September 1986, or as soon as possible:

Development Officer

to assume responsibility for work in the area of mainstream technology.

Applicants should have experience over a wide range of FHE curricula. Teaching experience is essential and experience in curriculum and staff development and dissemination desirable. Experience in one or more specific areas of technology is necessary and at least an awareness of IT would be an advantage. An ability to work as an FEU team member, with FE training staff in a variety of institutions and to write reports is also necessary.

The post will be based in London, but some travel will be involved. Salary range £14,873 - £19,728 (under review) including £1,385 per annum London weighting.

The appointment will be for a period of three years with a possible extension of not more than a further two years. Secondment from present posts is preferred but other arrangements are possible.

Application forms and further information are available from: The Further Education Unit, Room 5/67, Elizabeth House, York Road, London SE1 7PH. Telephone: 01-934 9424/8423 (direct line).

Closing date for receipt of completed application forms is Wednesday, 25 June 1986. (01080)

Educational Psychologists

HAMPSHIRE READ BAPTISTMENT AREA SENIOR EDUCATIONIST

REQUIREMENT: SOUTH WEST AREA. READING BAPTISTMENT AREA. £14,564 - £15,963.

A vacancy exists from 1st September 1986 for a fully qualified and experienced Educational Psychologist to lead a team of 4 Psychologists and be responsible for co-ordinating the work of the School Psychological Service in the South West.

Candidates will have substantial experience as a basic or senior Psychologist. Previous applicants need not re-apply as their applications will be reconsidered. Generous relocation expenses scheme applies.

Application forms and further particulars available in writing from the Secretary, General (A6), The Associated Examiners Board, Stag Hill House, Guildford, Surrey GU2 5XJ, to whom completed forms should be returned by 25th June, 1986. (19185) 600000

WEST SUSSEX COUNTY COUNCIL EDUCATIONAL PSYCHOLOGIST

SCHOOL PSYCHOLOGICAL SERVICE

Southern Area Salary: £10,960 to £12,780

A full-time Educational Psychologist is required on a permanent basis from 1st September 1986. The person appointed will be based at Littlehampton but will work mainly in the Shoreham/Weaving area. The appointee will service a small number of secondary schools together with their feeder primaries and in addition a school for children with moderate learning difficulties.

Applicants should have a degree or equivalent qualification in a relevant subject, a minimum of four years recent relevant teaching experience and experience of examining. Further information and application forms may be obtained from the Secretary, General (A6), The Associated Examiners Board, Stag Hill House, Guildford, Surrey GU2 5XJ to whom completed forms should be returned no later than 25th June 1986. (07982) 500000

Educational Psychologist

Soulbury £9,584 - £15,657

We seek a qualified and preferably experienced Educational Psychologist.

You will be involved in the normal assessment and advisory work with a group of schools and will also have an opportunity to work within specialised areas for children with special needs.

This is a progressive, recently reorganised service of 8 Psychologists and offers challenging opportunities for professional experience within a supportive team. Essential user car allowance is payable. A current driving licence is essential.

Informal enquiries to Mr M Fox (Senior Educational Psychologist) 01-484 3333 ext. 4583.

For further information and an application form please contact Chief Personnel Officer, Bromley Civic Centre, Rochester Avenue, Bromley, BR1 3UH. Tel: 01-280 0324 (24 hours answering service). Ref. E30.

Closing date 26.6.1986. Applications from ex-employees of the GLC/MCC or London Redway Body Staff with relevant experience will be welcome. (01201)



THE LONDON BOROUGH

Examiners

THE ASSOCIATED EXAMINING BOARD

The Board invites applications for the following posts for the 1988 Examinations:

1. ASSISTANT CHIEF EXAMINER for BUSINESS STUDIES (553) at ADVANCED LEVEL.

2. ASSISTANT CHIEF EXAMINER for ACCOUNTING (600) at ADVANCED LEVEL.

Applicants should have a degree or equivalent qualification in a relevant subject, a minimum of four years' recent relevant teaching experience and some experience of examining.

Further information and application forms may be obtained from the Secretary, General (A6), The Associated Examiners Board, Stag Hill House, Guildford, Surrey GU2 5XJ, to whom completed forms should be returned by 25th June, 1986. (19185) 600000

THE ASSOCIATED EXAMINING BOARD

The Board invites applications for the following posts for the 1988 Examinations:

1. ASSISTANT CHIEF EXAMINER for DOMESTIC SCIENCE (616) at ADVANCED LEVEL.

Applicants should have a degree or equivalent qualification in a relevant subject, a minimum of four years' recent relevant teaching experience and some experience of examining. Further information and application forms may be obtained from the Secretary, General (A6), The Associated Examiners Board, Stag Hill House, Guildford, Surrey GU2 5XJ to whom completed forms should be returned no later than 25th June 1986. (18095) 600000

THE ASSOCIATED EXAMINING BOARD

The Board invites applications for the following posts for the 1988 Examinations:

1. ASSISTANT CHIEF EXAMINER for PHYSICS (553) at ADVANCED LEVEL.

Applicants should have a degree or equivalent qualification in a relevant subject, a minimum of four years' recent relevant teaching experience and some experience of examining.

Further information and application forms may be obtained from the Secretary, General (A6), The Associated Examiners Board, Stag Hill House, Guildford, Surrey GU2 5XJ, to whom completed forms should be returned no later than 25th June, 1986. (19185) 600000

Librarians

LONDON E7

ST. ANGELA'S URSLINE

Forest Gate, London E7

Girls Comprehensive, 800 on

roll. Required September: part time

(1/2) Librarian/teacher.

Please apply in writing to the Headmaster giving names and addresses of two referees. (19614) 620000

Miscellaneous

ALTERNATIVES FOR

TEACHERS: Employment opportunities part or full-time in the private sector.

Publishing: Careers in TV, Radio, Press, etc.

Each All three £5, Hamilton House Publishing, Brixton, London SW9 6NU. (18056) 660000

HERTFORDSHIRE

SNAP PEOPLE'S THEATRE TRUST

TEACHERS & DRAMA ANIMATEUR. We are seeking an enthusiastic person with developed dramatic, teaching and organisational skills to work with schools and youth clubs. Interviews in Bishops Cleeve on Saturdays 21st June.

Please submit written applications with full CV and two references by 11th June to the Chairman, Snap People's Theatre Trust, Millers One House, Southwood Road, Bishops Cleeve, Stafford. Ref: CM53 3DH. (18014) 660000

PLAYWRIGHTS: Quill Theatre Productions seek new full-length, small-scale plays for professional production. Send scripts (containing a.n.e. for return) to: Quill Theatre Productions, 48 Union Street, London SE1 1TD. Tel: (01) 407 7911. Closing date for application: 20th June, 1986. (106583) 660000

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